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Educational Supplement

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County unwilling to help assaulted union members

by Richard Garner

A county council will give legal advice in the event of an assault upon a teacher only if the teacher is not a member of a trade union, says a report published this week.

The report, prepared by the 8,000-strong Assistant Masters and Mistresses Association, says that the authority - Berkshire - expects other teachers to look to their professional associations for advice.

Mr Gerald Imiton, assistant general secretary of the AMMA, said: "Such a division is incomprehensible. We think it is undesirable in any respect for an authority to treat members of a union differently from other employees."

He added that Berkshire was the only authority in the AMMA survey to discriminate against members of trade unions or professional organizations.

Mr Graham Williams, deputy director of education for Berkshire, agreed that this was the county council's normal advice.

"A teacher's natural instinct is to turn to their professional association for advice in these matters", he said. "We would not turn anyone away who contacted us but we would advise them to approach their professional association - if they were members of one."

It also emerged this week that a further five authorities were unwilling to help any teachers - trade unionists or not - who had been assaulted, and advised them to instruct their own solicitors.

The report, "Assaults on Teachers: An AMMA policy statement", calls on local education authorities to gather details of assaults and says teachers should automatically be entitled to advice from their employers' legal departments and,

wherever appropriate, positive and full assistance thereafter.

"We are quite clear that when a teacher has been assaulted by a pupil, the assailant must be removed from the school premises as soon as possible. If need be, the help of the police should be invoked", the report says.

"Perhaps in the past when there was less propensity to violence in our society, it could be argued that any teacher who suffered assault had failed to establish the discipline and personal respect which would insure him against attack."

"No such argument can now be relied on. Teachers are often the victims of vicious attacks because they are seen to represent authority and symbolize the school itself."

Meanwhile, a new book claims that teachers often invite confrontation with their pupils.

The book is by Mr Delwyn P. Tatum, a senior lecturer in the sociology of education at the South Glamorgan Institute of Higher Education, who carried out research among pupils in disruptive units throughout England and Wales.

In the book teachers are accused of inviting confrontations, especially with pupils who are known to have a reputation in the school.

"To get in with the first 'punch' is to lay down the ground rules for future interaction with a pupil or group of pupils - a dictum subscribed to by many teachers."

In *Disruptive Pupils in Schools and Units*, published by John Wiley and Sons, he cites the case of a boy whose resettlement in his school ended in disaster when he punched a teacher in the very first week after the teacher had pulled him out of the bus queue by his hair.



Drawing on legends... over 40 children studied the pictures of designer and illustrator Edmund Dulac during the four day art event in the Mappin Gallery, Sheffield recently. Much of Dulac's work depicts famous legends and fairy tales and the two artists used these as the starting point, adding their own personal interpretations.



ILEA equality survey 'offensive'

by Hilary Wilce

London secondary teachers are being asked for highly personal information in an attempt to pinpoint what keeps women out of top jobs. The survey has been criticized by some teachers as intrusive. Others fear it is simply a conscience-salving exercise by the Inner London Education Authority (which has made a very public commitment to equal opportunities) which will not lead to significant changes.

Among the topics teachers are being quizzed about are:
● the number of external and internal posts they have applied for;
● whether they have ever had a break from teaching; and why;
● how many children they have, and who looks after them;
● whether they think their job is more or less important than their partners';
● whether they intend to stay in teaching;

● whether they plan to apply for promotion.

Teachers are also being asked about their attitudes towards promotion. The questionnaire asks them what motivates them to apply for new posts, and whether such things as being reluctant to move house or having family commitments deter them from seeking promotion.

One question asks outright: "Do you believe that you have ever been unsuccessful at an interview for a teaching post on account of your sex?"

Four and a half thousand secondary teachers with between five and 15 years' experience have been sent the questionnaire. The authority has stressed that information is given in confidence, and teachers are not obliged to cooperate. So far about 1,000 replies have been received, although some teachers are refusing to reply on principle.

Mr Christopher Wright, head of English at Highbury Grove School, north London, said he found the survey intrusive. "They want details of my family life, but that's my business."

Mr Brian Jones, London executive member of the National Association of Schoolmasters/Union of Women Teachers, said he found the document "rather offensive". It was also a time-consuming exercise.

But Mr Bob Richardson, general secretary of the Inner London Teachers Association, said the unions had been consulted.

Ms Yvonne Beecham, a member of the London Women in Education Group, said the important thing was what happened after the survey. "It's all very well having the information, but I'm afraid I'm fairly sceptical about what it might mean in terms of actually changing things."

Threat to defy NAB

by John O'Leary and Felicity Jones

The beginnings of a rebellion by polytechnic colleges is threatening to challenge the National Advisory Body on Polytechnics (NAB). A number of colleges are likely to refuse the NAB's request to suggest priority academic areas in the event of cuts in excess of 10 per cent.

Others are recommending their local authorities to argue the case against large cuts while reluctantly setting priorities.

Resistance to the setting of priorities is being led by branches of the National Association of Teachers in Further and Higher Education, the college lecturers' union, which has

asked its 800 branches to persuade academic boards of the dangers involved in the reduction of courses. A significant number of dissenters is now evident. They will be led by the Inner London Education Authority, which has already decided against setting priorities for its five polytechnics.

Both the North East London Polytechnic and Oxford Polytechnic are to seek priority for all academic programmes, effectively negating the exercise. Ealing College of Higher Education is another institution defiantly not co-operating in this aspect of the exercise.

THE

...and you're entitled to all the usual allowances, time off for assaults, etc...



Gillies Macpherson

Taking a loan of the state

from Peter David in Washington

As the British Government gets ever more deeply embroiled in student loans, (see page 3) its counterpart across the Atlantic is struggling to retrieve more than \$1,000m (£625m) owed by former students.

Among the many thousands of defaulters are 47,000 of the US Government's own employees - and among them are 67 officials in the Department of Education. These particular debtors will find themselves in the absurd position of getting a letter from themselves giving themselves 60 days to repay their debts.

The civil servants face stiff penalties if they fail to arrange repay-

ment. Under new legislation they will find their salaries reduced by 15 per cent until the Government has recouped its loans. In addition, the names of the defaulters may be given to national credit bureaux, thereby jeopardizing their creditworthiness. The defaulting civil servants, whose debts total \$68m, were tracked down by computer.

The move against government employees is just the latest in a series of strategies being used to try and reduce the loan debts. Others include hiring private collection agencies and cutting loan funds for universities with poor collection records.

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Handwritten note in a box: "The beginning of a rebellion by polytechnic colleges is threatening to challenge the NAB."



EDUCATIONAL SUPPLEMENT
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Have brains, will borrow . . .

A few judicious leaks about the progress of plans to introduce student loans provided the education correspondents with some badly needed crumbs over the holiday weekend (page 3). Inevitably, they have the impression that things were already a bit more cut and dried than they are: it seems that the scheme which Mr William Waldegrave has worked out has some way to go before it is presented formally to the key group of Ministers and party officials who will draw up the eventual list of Manifesto commitments. There is, however, no reason to doubt that something like the proposals now being discussed will find their way into Mrs Thatcher's list of election goodies.

Mr Waldegrave's characteristic contribution has been to turn what might otherwise have been a fairly barren expression of party ideology into an ingenious attempt to break out of the straitjacket which the present student grant system has imposed on higher education planning. The present system is extremely expensive and has led to a number of consequential difficulties.

For example:
- because of their cost, student grants have been undermined by a bipartisan failure to defend their real value against inflation;
- because of their cost, mandatory student awards have absorbed a disproportionate amount of available funds for student support, to the unjust detriment of students seeking discretionary grants (and educational maintenance allowances);
- because of their cost, they have begun to influence Government plans for the total size of the student body in higher education.

The student grant system is also open to criticism on more fundamental grounds of fairness. As Sir Keith Joseph is, himself, wont to say, there is no obvious reason why his less well-off consti-

tuents in Leeds, the majority of whom have never benefited from a student grant, should dip into their pockets to subsidize the higher education of generation after generation of undergraduates who enjoy the statistical expectation of better than average life earnings.

It would, however, be perverse in the extreme if, in the process of eliminating this inequitable transfer of resources from the poor to the rich, the poor students' chances of getting higher education were diminished while the sons and daughters of the well-to-do simply got the benefit of cheap loans where hitherto there were none.

It is of the first importance that the configuration of scholarships, grants, earnings, and loans, should be designed to avoid the risk of this happening. What is being suggested will come as a severe shock to a system which will have been operating (in one form or another) for getting on for 40 years by the time any new dispensation is introduced. There will need to be a transitional period in which people get used to the new arrangements. This would point to some sort of sliding scale for the introduction of the loan element, with those from the poorest families continuing to receive all or most of their support in the form of grants, while those from the most affluent homes become largely or even wholly dependent on loans.

It is, however, points of this nature on which the argument should now turn, rather than on the principle of the thing. In principle a repayable loan has more merit than a grant of declining value which has begun to distort planning policy.

It reports prove to be correct, Mr Waldegrave has managed to persuade Sir Keith to put this forward in positive terms - linked to an initial increase both in the number of recipients of

student support and the total cost, and a lowering to 21 of the age when students are assessed on their own resources. In the long run, loans would relieve the Treasury of a heavy commitment, but in the short term they will cost money. It would be a bold and wholly admirable move to combine the introduction of loans with an increase in state funds for post-secondary students at present outside the narrow circle of mandatory awards.

Till the small print is published - which will not be in the Manifesto, but more likely in the Bill which would be required to carry out the Manifesto promise, and the regulations made under an eventual Act - there must be an element of uncertainty about the final outcome because of the risk that the present Government's wrong-headed tendencies may replace one set of inequities and constraints with another. But in the meantime a cautious welcome is in order. Mr Neil Kinnock's condemnation of the plan and his promise of its repeal is ludicrously premature and a caricature of all that is wrong with the present political intercourse between the Lns and the Outs.



Second opinion Sir Keith knows better than the bishops

The article by Tyrrell Burgess (December 17) argued quite convincingly that successive education secretaries had tried to do everyone's job but their own, and that they had tried to undermine all their partners in the national system of education. He neglected to point out, however, that Sir Keith Joseph had extended the range of these activities to include upon himself the educational activities of the Cardinal Archbishop of Westminster, the Catholic Education Commission and the bench of bishops.

Sir Keith has allocated 8.5 per cent of the initial teacher training places in the public sector to the Catholics. This is obviously much easier to distribute than the 9.3 per cent which they had come to expect over the years, and certainly easier to handle than the 10 per cent which their numbers would merit. But he has also relieved the bishops of the chore of distributing them among the Catholic training institutions according to the precedents laid down by their partnership in the dual system. In their innocence, the bishops had worked upon the principle that the Catholic north should get 50 per cent of Catholic places in the system, the Midlands would get 15 per cent, and the south 35 per cent. Sir Keith gave them a pleasant surprise during the holiday season for colleges and for Parliament, by announcing on August 8, 1982 that he had already done the job for them, without bothering them for consultations. He, in his wisdom, gave the north 45 per cent, the Midlands 0 per cent and the south 55 per cent. The Catholic figures had reflected density of Catholic population and the needs of the system. It is not clear on what basis Sir Keith made his decision but it could be argued that the north and the Midlands did not need all their places because he also planned to close a college in each area.

On November 8 Sir Keith saved one of the colleges (albeit from himself) saying that the cuts had weighed too heavily on the Catholics - which is what they had been saying all along. Had they been consulted in July they could have saved him the trouble of changing his mind. But in reprieving Newman College he also advised it to join up with a Free Church College in the Midlands. Is that really *ad hoc* business?

The Catholic bishops, hitherto blissfully unaware that they have no role to play in the dual system at this level, had been taking into account such factors as density of Catholic population, the needs of the system and the wishes of the Catholic community who consider it to be unthinkable to lose the last college in Greater Manchester.

Sir Keith knows better. He is displaying that breadth of vision given only to the few, which enables him to know better the needs of the Catholic Church than do the bishops of that church. To those who criticize him for taking too much upon himself, I say: "Give the man a chance. He has not been running the church long enough to judge him properly. I predict, that after a few more years, he will qualify under the Assisted Places scheme for entry to another 'place' altogether."

Dr John Cosgrove is dean of the Faculty of Humanities at De La Salle College of Higher Education.

depending wholly on the disparate efforts of individual schools.

A recent article in *The Economist* discussed the spread of voluntary fund-raising to augment tax funds in American public (ie public) schools. Taking advantage of generous provisions for tax-exemption it seems that San Francisco's Educational Fund, set up in 1979, produced \$500,000 for the city's schools last year. Precarious as such ramshackle funding schemes sound, they have an elementary charm. If everyone paid for local services by means of coveted subscriptions instead of rates and taxes, think how much income tax we should save.

Ten years on

On the time scale of history, 10 years of British membership of the European Community doesn't seem much to write home about. But Europe is the theme of the North of England Conference which is meeting in Liverpool this week.

Mercifully, education is not a Euro-subject and our friends the Danes, when not blocking attempts to devise a Community fisheries policy, are dab hands at blocking moves to encroach on the schools.

But Brussels has big ambitions in what may be called MSC country, and has already contributed large sums to the Youth Opportunities Programme. Clearly, Ivor Richard would like to go father and press for Europe-wide policies on youth training and employment, but progress has been painfully slow.

no comment

The Department of Educational Media would be grateful to receive small quantities of illustrated magazines and comics for students' use. At University of London Institute of Education newsletter.

Lead content in school water tops WHO limit

The lead content of drinking water exceeds recommended levels in approximately 10 per cent of Birmingham schools, according to a report by the city's environment health department.

Samples taken from five day nurseries show the incidence of excessive lead in water to be even higher. Out of 50 samples, eight were over the limit laid down by the World Health Organization.

The report also records that in roughly one in ten households the levels of lead dissolved in water are above the recommended limits. In all cases the lead content was a result of water being carried in old lead pipes.

Environmental health officers took 1,700 samples from 174 schools in the inner city; 114 exceeded the WHO limits which are 0.3 milligrams of lead per litre of water for samples taken from water which has been standing in pipes and 0.1 milligram per litre for samples taken after flushing pipes.

A spokesman said the sample from schools were "fairly consistent with what had been found in domestic households and other buildings in the city. In many cases the levels did not exceed the limits 'by very much', he added.

"But if you've got limits it's reasonable to assume they shouldn't be exceeded."

The EEC was in the process of devising more stringent limits which if applied to Birmingham would find more establishments with excessive lead in water, he said.

The Birmingham report which does not contain recommendations was a response to an explanation of the Department of Environment's circular: "Lead in the Environment".

Anti-crime plan confuses MPs

Reports of a Government plan to pay "17-year-old criminals" up to £60 a week in work projects drew angry protests from some MPs this week. They compared it with the £25 being paid to youngsters in the Youth Opportunities Programme.

What the MPs did not realize was that the proposal, which would use Manpower Services Commission money to combat crime, would not employ any under-18s at all. And most of the participants would not be criminals.

The idea is to try to build a group of projects, aimed at reducing crime or mitigating its effects, into the Community Programme, the scheme which provides work for some of the adult long-term unemployed. Although some projects would provide work for former Borstal trainees, others would recruit adults to carry out crime prevention work, including working with youngsters at risk.

So far the scheme is only a set of tentative proposals produced by Mr Geoffrey Holland, the MSC's director, in response to a request from the Home Office. Voluntary agencies have been asked for their views.

Hackney girls' centre subject of inquiry

by Sarah Bayliss

Mr Patrick Kodikara, chairman of Hackney's social services committee, said a team of council officers was already investigating the claims which appeared in *The Sun* newspaper, and that a report by four councillors would be made within a fortnight.

"I do not want this matter to drag on," he said. "The so-called 'liberal' nature of the regime at Spurlow has been called into question and the facts must be established." He hoped the councillors would make recommendations about how such a centre should be run.

Discussions are in progress with the Treasury on plans drawn up in the Department of Education for a loans scheme for students.

Contrary to some press reports, many details of the scheme have still to be worked out and ministers will not decide for several months whether to include loans in the next Conservative Manifesto. Neither Mrs Thatcher nor Sir Geoffrey Howe, Chancellor, has seen the scheme, which has not yet officially left the DES.

The basic plan is to replace about half of the existing mandatory grant (now £1,600-£1,900 a year) with a low interest government loan, thus saving a substantial part of the £600m grants budget in the long term and making it possible to extend support to a wider range of

students. But other features of the scheme will depend on Treasury approval and on discussions among Cabinet ministers and within the Conservative Party. Ministers are only too aware that an important section of Tory voters have student children and that it may be necessary to include a number of "sweeteners".

These could include the insertion of an extra £50m to extend the new grant/loan mix to an estimated 30,000 students on advanced courses who do not now qualify for mandatory awards. They include law students during their post-graduate professional training, part-time students on higher certificate courses (HNC) and students in para-medical subjects.

DES ministers and officials also argue that the parental contribution to grants should be abolished under the new scheme. But that would cost a substantial sum and could be blocked by the Treasury, who might agree instead to a reduction in the age (currently 25) at which students no longer have to depend on their parents' contribution.

The minimum grant of £410 could also be abolished if a mixed scheme were introduced.

Nor has it yet been decided who should run a loans scheme and chase up defaulters.

If it were run by the Inland Revenue, repayment could be made through the tax system, with payments starting automatically once the graduate's income had risen above a certain level. But the scheme is more likely to be run by

the DES or local education authorities.

The plans have already provoked loud political protests from the Labour Party and the National Union of Students. Mr Neil Kinnock, Opposition spokesman on education, said a Labour government would "uproot" any loans system set up by the Conservatives unless it was very well established and dismantling posed enormous administrative problems.

And Mr Neil Stewart, president of the National Union of Students, has written in Sir Keith Joseph, Education Secretary, asking him to confirm or deny the leaked proposals and complaining that loans would hit working class students hardest.

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PLATFORM

Door need not close when Young comes in

Anne Jones argues that the 14-18 prevocational proposals can be implemented within the comprehensive system

The Young proposals have been received with very mixed feelings. Some local authorities see them as a threat to the comprehensive principle. Others, who are already deep into prevocational education, are seeing them as a source of reinforcing work already begun. Many see the way the proposals and decisions to provide funding were made as a threat to established precedents. Others recognize what David Young himself has stated, that proper procedures were taking too long to bring about change.

The fundamental question, as I see it, is whether we are talking about technical schools/streams, or whether we are talking about opening opportunities for a technological education (appropriate to technological age) in a comprehensive range of pupils in secondary schools. Many assume that David Young means the former, largely because of the CRT connection and their existing technical schools, eg Parks. I think that has to be proved. I think it is incumbent upon those of us who support the comprehensive principle and are violently opposed to a reversion to a bipartite system, or even a dual system, to demonstrate that the aims and objectives of the Young proposals could be implemented within the comprehensive system in a way which gave access to all pupils, of all abilities, without closing down their options, or depriving them of a balanced education which included expressive and creative elements as well as basic skills and competencies.

Schools have been urged for some time now to make the 14-19 curriculum more prevocational. David Young's ideas simply repeat this exhortation but make, by implication, the extremely important point that you cannot make 14-19 education prevocational without providing experiences outside school (eg contacts with employers and young workers, work experience), without providing schools with the necessary technological equipment, and without teaching courses such as BEC, TEC and City & Guilds and RSA, which are more appropriate in content and as a qualification for many pupils. At the moment, virtually 100 per cent of comprehensive pupils sit for O level and CSE. The numbers getting four O level passes or equivalent or more must be under 40 per cent. Yet the whole system is geared to this unrealistic and rather narrow goal.

What is not always realized in schools is that TEC and BEC are the equivalent of four O level passes for those choosing to go up the technological/business ladder rather than the



Anne Jones: conversions will come to the converted

traditional O level ladder. Students can go on to Higher National and degree level via this route, or they can get off the escalator at any point they choose, and go to work. Some of our future technocrats might be better served by following this route than by studying "pure" A level subjects.

The problem with setting up separate technical schools or streams is not simply one of anti-comprehensiveness. It would also perpetuate the already existing gulf between academic and technological education. It would reinforce the old English tradition of intellectual elitism as something supposedly superior to, and certainly divorced from, technological competence. Surely all our students need opportunities to learn

about technology as well as developing their intellects as far as possible? Although work-wise we need more skilled technicians than technocrats, nevertheless we would not want to see technological education as the prerogative of the dirt or the difficult. There is a temptation for secondary schools to create a "technological" remedial stream: a course to salvage those pupils who recognize in year four that they are never going to pass any exams, and who from then on rebel, and generally make a nuisance of themselves as a misplaced attempt to salvage some self-esteem in a life doomed to failure. There is evidence already that some of these pupils do respond very well to, say, a City & Guilds engineering foundation studies

course. We have two fifth-formers, previously unmotivated and depressed, who have joined in with such a course (run for sixth-formers) and have turned, almost overnight, from negative to positive.

But such a negative justification for the extension of technological and prevocational education in years four and five meets neither the criteria of comprehensiveness nor of bridging the gap between the intellectual and the vocational. There is the danger, too, that these pupils' general education would be prematurely curtailed, and in particular they would be starved of the expressive and creative arts.

So how could a comprehensive school try to meet all these objectives at once? Can it honestly be done? We have looked at this in relation to our existing subject and exam-dominated curriculum: eventually we'd like to change all this too, but we have to start from where we are now. We have a large common core which is followed by all pupils in years four and five; it consists of English (5), maths (5), PE/careers/health education (4), community studies (2), science (4), practical/creative (4) and humanities (4). There is choice within science, practical/creative, and humanities, and the latter includes such subjects as economics and money management. In total, this common core provides 28 lessons per week, leaving three "options" of four periods each, ie 12 periods. We would not be opposed to having some pupils specialize, if they so wished, in their three "options", in courses relevant to such areas of vocational studies as technology, catering and business studies. All these students would need to work with computers. In year four, we feel these students would be best served in present circumstances by starting with traditional courses such as, to give one example, design and technology, technical drawing and motor vehicle studies. In year five adjustments could be made to their courses to make them compatible with a City & Guilds Foundation course - where, in the suit, the students needs and wishes better than O level or CSE. Our common core for all pupils already includes a community placement in year four, work experience in year five and basic political/economic/environmental/social understanding. It needs some, but not a great deal of, further adjustment to provide a sound educa-

tion enabling all students to cope with life and leisure as well as work.

At the end of the fifth year, students who had done a City & Guilds course could either leave and go to work on NTL, or continue to the lower sixth to do a BEC, TEC or more advanced City & Guilds course. Those students, by then armed with the equivalent of four O levels, could go on to a higher FE course and thence to higher education. They could, however, leave for work at almost any point without being totally unqualified or unskilled. We have already planned such a system for the sixth form in 1983-84 in conjunction with our local college of FE and feel very optimistic about the outcome for the students.

No doubt parents will take some persuading initially that this is a valid alternative to the O level way. However, our experience is that parents and pupils are at last beginning to recognize the futility of the O level chase and particularly of the O level repeat fiasco. Far better to convert at this stage to a prevocational qualification with prospects than a repeat of "failure".

Were schools such as ours to offer such a scheme in years four and five, there would be funding implications for staffing, staff development, pupil travel and practical expenses, etc. But the most important funding would be in technological, computer, business and catering equipment. Our purpose-built 1974 school has superb equipment in all these areas which is probably in terms of work application almost obsolete. This must be the case in nearly every secondary school in the country.

This brings me to another difficulty implicit in the Young proposals, that is the aura of competitiveness and haste which surrounds all this. Local authorities who have not already got their schools thinking this way genuinely cannot make proposals on their behalf overnight. So the conversions will come in the converted. The message therefore may not spread to those local authorities or schools which have done relatively little in the prevocational field so far. The experience of most of us is that although such developments can be prodded, jolted and even inspired, in the end they only work if the people involved believe in them and want them, and if developments are organic and at a pace schools can absorb.

However, if all this could be done in an effective and equitable way, our teachers as well as our schools would be better equipped to meet the needs of our students and our society. Furthermore, our schools could become useful learning and retraining resources for all those adults, young and old, unemployed and retired, work-orientated or leisure-orientated, who wish to take retraining, training, vocational or recreational courses - long or short, in the new technology in all its various forms. So the capital investments would not be wasted.

If all this is what David Young means, perhaps we are interested and not ill...

Anne Jones is head of Cranford Community School, Hounslow.

Skillcentres to be run as business by new agency

by Mark Jackson

The Government's 69 skillcentres, set up to provide occupational training for the adult unemployed, are to be turned into a commercially run training business. They are likely to be competing with further education colleges for some students, including Youth Training Scheme youngsters.

The plan, to be announced in Parliament by the Employment Secretary later this month, is to hand the centres over to a new body, The National Training Agency, headed by the Manpower Services Commission's chairman, Mr David Young. At present the skillcentres, set up before the war as Government training centres under the Ministry of Labour, are part of the network of training services run by the commission's training division.

The main work of the centres in recent years has been to retrain unemployed adults for skilled jobs under the Training Opportunities Scheme although they have been running an increasing number of courses for which employers pay and also providing some industrial training for Youth Opportunities Programme youngsters.

The cost and the effectiveness of the skillcentre network has come under fire in a number of recent studies, notably a report by the Government's efficiency adviser, Sir Derek Rayner. Mr Young started

talking about finding ways of making a better use of their facilities soon after his arrival at the MSC.

But in some quarters, including the unions and youth agencies, the announcement is likely to fan suspicions already aroused by an unpublished MSC report on adult training, that Mr Young and some Ministers want in the end to make workers pay for their training out of their own pockets.

Also to be announced is a major reorganization of the commission's own structure throughout the country. The regional manpower directors will lose the wide responsibilities they acquired under the commission's decentralization plans only five years ago, and which gave them the direction of all MSC activities in their regions. Instead, the two main operating divisions, training and employment services, will be directly responsible for their staffs again. The training division, which now includes the special programmes staff who run schemes for the unemployed, will work from 54 area offices, one for each of the new area manpower boards set up to run the Youth Training Scheme.

For the divisions, originally autonomous agencies operating under the loose control of the MSC, the new changes are largely a return to the pre-1977 arrangements.

International report calls for investment to support change

by Patricia Santinelli

Member countries should urgently give greater priority to in-service education and training, a report from the Organization for Economic Cooperation and Development says.

The report based on a six-year research programme carried out by the OECD's Centre for Educational Research and Innovation, argues that only through such investment can countries sustain educational change and stimulus.

"For in spite of decreasing recruitment there remains a strong need to maintain the internal dynamism of the teaching profession as a means of improving the education system at all levels in member countries", Dr Ray Bolam, of the University of Bristol, the author of the report, says.

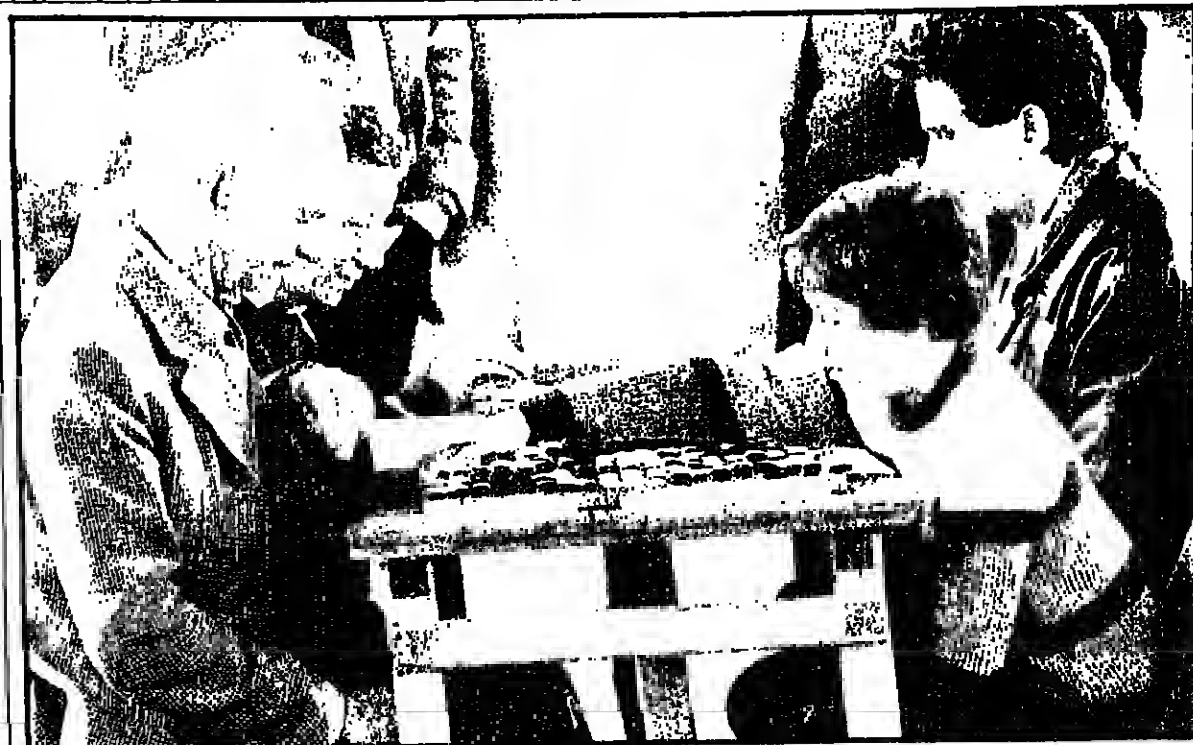
The programme was set up in response to a growing demand for

the coordinated development of in-service education and training to equip teachers with new approaches, methods and attitudes.

The report emphasizes that training activities should be school-centred or focused and take an increasingly collaborative form aided by a solid support structure.

But Dr Bolam points out that school-based training should not exclude other types of in-service education and training. "It is vitally important that existing methods and approaches - for example, advanced degree courses at universities - should be maintained."

Discussing external support structure, the report states that if higher education institutions are to be effectively used their internal structure and staff incentives must be reviewed. - *THESE*.



It was all go at the start of the four day Open Go tournament in Covent Garden, London, on New Year's Day. About 150 enthusiasts from all over Europe faced each other across the boards at this 3,500-year-old game. (Picture John Voas).

HMI denies Liverpool witch-hunt

The Government has not started a witch-hunt to kill off the initial training courses for teachers of the mentally handicapped, college lecturers were assured this week.

Mr Freddie Green, of Her Majesty's Inspectorate, told the annual conference of the Association of Special Education Tutors in Walsfield, that the recent asking of such a course in the City of Liverpool College of Higher Education did not mean a change in government policy.

The Department of Education and Science has to review the need of the service in the light of a declining population. Liverpool came up at a time when this kind of change was happening.

Mr Green favoured a curriculum-led approach in special educational needs. The curriculum of special schools was restricted and occasionally impoverished, he said. All too often it was dominated by teaching children very limited skills.

"We should identify every child's curricula needs and help them more positively. The new Education Act due to come into force in April should stimulate that kind of change", he said.

Mr Green favoured the "whole school" or "whole college" approach to special needs. He said special educationists must aid and abet their subject-teaching colleagues to make the curriculum more accessible to as many children as possible.

by Nick Wood

Schools are not part of the apparatus of capitalist control, brainwashing youngsters into meek acceptance of horrid, ill-paid jobs, a leading sociologist has claimed.

Contrary to widely held Marxist-inspired theories of education, schools have had little impact on working class attitudes towards employment. Cultural factors have been much more important.

Mr M. Hickox, from London's Polytechnic of the South Bank, writing in the latest issue of the *British Journal of Sociology*, sets out to dismantle the Marxist argument, which "currently holds sway within the sociology of education" and is accepted by many "progressive" teachers.

He identifies four main strands in the Marxist analysis. ● Mass education was introduced in the last century to supply capital with a "passive and disciplined" workforce.

● The education service, with its divisions and hierarchies, acts as a forming ground for a society characterized by a pyramid-like structure of jobs and status. Its array of certificates, degrees and diplomas also "legitimizes" capitalist control in an ostensibly "neutral" and acceptable way.

● The education service props up

capitalism by deliberately denying knowledge to the working classes. ● Schools occupy a central place in transmitting capitalist ideology to each generation. In this respect, they are said to have assumed a role once played by the Church. However, according to Mr Hickox, the evidence suggests otherwise.

First, in the industrial capitalist society there is a close fit between people's educational qualifications and their eventual jobs. The demand for highly educated people fluctuates wildly in a capitalist society and typically schools have been insulated from the demands of the labour market.

Second, the crude distinctions schools make between "mental and manual" skills and between "education" and "training" are not a product of capitalism and were not brought about at the behest of Victorian mill-owners anxious to fill their factories with willing drones. By and large, Victorian industrialists were "sceptical" of the improving value of education and paid it little attention.

The distinctions comfortably predated the rise of capitalism and the development of an elitist form of secondary education was geared not towards industry but the needs of expanding state bureaucracies.

Maths move

The Government is to commission a two-year study of the lessons to be learnt from the practical testing in mathematics which has been carried out by the Assessment of Performance Unit.

The Department of Education has written to various institutions asking for their suggestions for the appraisal, which was recommended in the Cockerill Report. The £40,000 study, which should start around Easter, will aim to produce a report for maths advisers, examiners and textbook writers. "Although the needs of the teacher in the classroom will not be overlooked",

Takeover costs

A state takeover of Britain's 2,550 private schools would cost between £1,000 million - £2,000 million, plus another £500 million annual running costs, according to an independent report by Mintel, a Market Intelligence Company.

NEWS

ILEA looks at ways to support the arts

by Diane Spencer

The Inner London Education Authority is planning a major initiative on arts education.

A 44-page report, now being discussed by ILEA subcommittees, reviews the nature and extent of arts education in the authority and makes a number of recommendations for its development.

Mrs Frances Marrell, ILEA deputy leader, said: "Both education and the arts are under unprecedented financial pressure and too many educational authorities are treating the arts as an expendable luxury. So it is important for the ILEA to reaffirm its belief in the central role the creative arts should occupy."

"The arts are central to the curriculum because they liberate the forces of creative thinking and are

as vital in the educational processes as the other key disciplines."

The report outlines three principles for development:

● Initiatives should link phases of education - primary, secondary, adult - and cross boundaries of the arts themselves;

● Existing resources and facilities must be used more effectively in the evenings and on Saturday mornings;

● More support should be given to professional companies and voluntary groups who work with children.

For schools, the report recommends that:

□ In art, courses should be developed involving different school departments and in cooperation with adult institutes for evening and Saturday activities.

□ For dance, schools should encourage pupils to see and work with professional groups, form school dance clubs and provide special classes for senior pupils.

□ More children should visit theatres.

□ In music, the report suggests reinstating the programme of instrumental teaching in primary schools instead of the present ad hoc arrangements.

Although these plans will be implemented under the proposed budget allocation of around £90,000, the authority is hoping for support from the Greater London Council's arts and recreation committee. Discussions are already taking place on ways of opening up the foyer and central spaces of the Royal Festival

Hall for schools to stage "do-it-yourself" musical activities.

● The ILEA is considering how parents of the 45,000 non-English-speaking children and other minority groups in its schools should be better represented in decision-making on education.

Ms Deirdre Wood, subcommittee chairman, said: "For a long time black people, Asians and other ethnic groups have felt dissatisfied with the lack of representation of minority groups in local government. The staff, and general subcommittee is looking at various options which will allow ethnic minority groups a greater involvement in the authority's plans."

A report has been prepared and it is hoped to present firm proposals by the spring.

Colleges to benefit

The Government has named the 16 polytechnics and colleges which will benefit from the first stage of its £100m programme to boost information technology and research.

They are: Brighton Polytechnic, Brighton Technical College, Chelmer Institute of Higher Education, Coventry (Lanchester) Polytechnic, Doncaster Metropolitan Institute of Higher Education, Gloucestershire College of Art and Technology, Hatfield Polytechnic, Kingston Polytechnic, Leicester Polytechnic, North Staffordshire Polytechnic, Portsmouth Polytechnic, Sherrill Polytechnic, South College of Higher Education, South Devon Polytechnic, Sunderland Polytechnic and Teesside Polytechnic.

In all, they will spend about £2m next year providing courses for an extra 800 first degree and higher diploma or certificate students and an extra 400 postgraduate and post-experience.

Secret government papers released this week under the 30-year rule show that Churchill's Cabinet in 1952 spent hours worrying not only about atomic tests, Stalin and the Sterling Area, but about a topic of intimate complexity and political controversy - teachers' superannuation.

High on the agenda of three successive Cabinets was a demand by the Treasury for a 2 per cent increase in the combined contribution of teachers and their local authority employers. Without it, memoranda claimed, the superannuation fund would go bankrupt.

But other ministers were fearful that increasing the contributions would have a knock-on effect on pay. The then Minister of Education, Dame Florence Horsburgh, reported to the Cabinet in October that teachers' representatives strongly opposed any such scheme.

Eventually the Cabinet decided to draw up a new superannuation scheme in a Bill - a fateful step since the scheme two years later provoked a backbench Tory revolt and ruined the political reputation of Dame Florence.

To judge from the Cabinet papers, now available for inspection at the Public Record Office, 1952 was not a good year for education. True, in Cabinet, Mr Harold Macmillan won the backing of the Prime Minister in defeating plans by Mr R A Butler, the Chancellor, for a huge deflation. "Reductions in housing and social policies seem to me very dangerous", Macmillan said in language that would hardly earn him a place at Cabinet table today. "It's playing the old bankers' game. It's the same thing we were asked to do in 1931."

The archives disclose ministerial dreams that were not to be. Lord Woolton as Lord President of the

1952 - not a good year for education

by David Walker of The Times

Yet it can now be proved that Macmillan scrapped the educational building programme that year. This - "a rising programme" - was considered vital to accommodate the postwar baby boom just arriving in school. But Macmillan, the Minister for Housing and Local Government, put house building first, and preempted the limited supplies of steel and wood. David Eccles, later in the fifties a successful Minister for Education, was then Minister of Works. In one Cabinet memo he commented sharply that the freedom given by Churchill to Macmillan was a complete breach in the comprehensive planning of the immediate postwar years.

His means was to be technological universities. Eventually the Cabinet approved limited development only at Imperial College, London, and - thanks to pressure in Cabinet by James Stuart, the Secretary for Scotland - in Glasgow, and also in Manchester. The two technical colleges selected eventually became Strathclyde University and the University of Manchester Institute of Science and Technology.

The archives disclose ministerial dreams that were not to be. Lord Woolton as Lord President of the

Lowering the profile for a new challenge



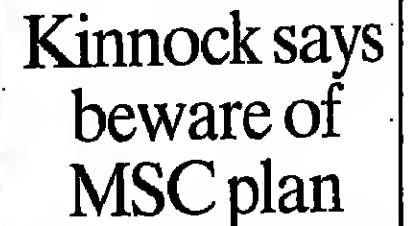
Not yet though. Fiske has no intention of falling into the "bring-back-the-AEC" trap and has in any case taken an uncharacteristic vow of silence. He will say "no" to con-

Harrison, Bob Aitken and Gordon Hainsworth, Fiska had presented three options, which might be summarized as: "1. Outright opposition because of lack of consultation, diabolical infringement . . . etc, etc; 2. Sophisticated filibustering until local government machine had chance to respond; 3. Plan devilish, but prepared to alt down with a long

"I will ask to be judged in seven years' time on whether or not we have limited that centralization tide and pushed it back a bit."

Apprentice training about to enter uncharted waters

made in a number of industries or the reform of apprenticeship rules and structures and the introduction of systematic training schemes. In both areas the objective is the same — planned training towards set objective standards.



use the MISC scheme as a way of gaining something for pupils who would otherwise get less than they need", he said. "I can understand their attitude but I do hope that they realize they are collaborating with a scheme that could, if fully developed leave i.e.a.a and schools with an enhanced post-14 grammar school system."

**Edited by
Mark Jackson**

One group is trying to show that the ways in which work can be introduced for non-the-job clerical training of the kind which employers provide for staff who have already learned basic skills, like typing, shorthand and bookkeeping, is a long and complex task—but that there is no one else in sight to tackle it.

**Edited by
Mark Jackson**

County seeks new leave agreement

by Richard Garner

Owent federation of the National
Association of Schoolmasters/Union

He said Gwent's move was preempting discussions in the Council of Local Education Authorities' schoolteachers' committee where teachers' leaders were poised to reach an agreement with local education authorities on leave of

He said Gwent's move was preempting discussions in the Council of Local Education Authorities' schoolteachers' committee where teachers' leaders were poised to reach an agreement with local education authorities on leave of

absence without pay.

New Year Honours: education awards

New Year's

ward, Miss Bronson Patricia Ross, director, Crowe/Alsager College of Higher Education
Cheetham; Wilimott, John Charles, professor of physics and director of the physical laboratories, University of Manchester.

David Charles, governor, Scottish Council for Educational Technology; Carsley, Albert Kenneth, lately headmaster, Bexley County Junior School, Knutsford, Cheshire; Cox, C. Edwin, member in education, University of London.

Psychologists: Donaldson, William Anderson; professor and head of Department of Operational Research; University of Strathclyde; Evans, William George, assistant editor of the Royal Society; Hall, Lieutenant-Colonel

[illegible]

Commonwealth of Australia List
ORE
Bambrick, S. C. services to education in general
and resources economists.

MBE
Evans, Miss P. M. for services to education
Johnston, P. L. for services to community
education; Rogers, Miss J. E. services
education and community.

New Zealand List
Knight Bachelor
Stewart, James Douglas, principal of Lincoln
College - University College of Agriculture.

CBE

mathematics and modern language where syllabuses can readily be broken down to cater for varying levels of ability. differentiated examinations may be the approach.

But they are unlikely to be able for less structured subjects such as English and history where candidates could take the same paper.

Ms Kathleen Tattersall, the

The report identifies three possible ways of examining candidates:

- common examinations in which all candidates tackle the same question papers;
- equal options in which all can-

The latter have already been used by a number of boards in pilot schemes and field-trials for the

Differentiated examinations:
strategy for assessment at 16-
Kathleen Tattersall, Schools Coun-
examinations bulletin No 42, Pri-
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Council report sets out t

No blank assessments

port's author, insists that curriculum considerations should be a major factor in determining methods of assessment for an exam that must, for at least 60 per cent of

The report identifies three possible ways of examining candidates in common examinations. In w

all candidates tackle the same question papers;
☐ equal options in which all can

on techniques

plus, Ms Tattersall draws on the experience in point not that differentiated exams can cause problems of syllabus design, selection of material, language, pitch, styles of question and choice of assessment technique.

Known statistical methods of equating marks with grades cannot cope with differentiated exams.

Differentiated examinations:
strategy for assessment at 16-ph
Kathleen Tattersall, Schools Coun-
selling bulletin, No. 42, p.

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NEWS

Richard Garner looks at an organization which was founded to promote Welsh language teaching

The union that provides a voice for a tongue

Undeb Cenedlaethol Athrawon Cymru is a unique trade union by any standards - as its name might imply.

For the disadvantaged who cannot speak Welsh (and that includes a minority of its own members), it should be explained that the aforesaid organization is the National Association of the Teachers of Wales.

It has 3,000 members - about 10 per cent of the Welsh teaching force - and about 200 of them are employed in further education.

Interestingly, it also has a few members in London - where there is an independent school for Welsh-speakers.

UCAC was the dream of a few Cardiff teachers in the 1930s who felt that the Welsh culture was in danger of disappearing from the education system.

They decided to form a trade union whose main aim would be to press for the right of every parent who wanted their child to be taught through the medium of Welsh to be able to do so.

Indeed, in those early days, the union started the first-ever nursery school teaching in Welsh - in its own offices in Gordon Road, Cardiff.

Since then its numbers have swelled, particularly in Gwynedd, Dyfed and Ceredigion. In fact, in at least one authority, Gwynedd, it is the largest teachers' organization.

UCAC has a cordial relationship with the other teachers' organizations but, like so many of the smaller teachers' organizations has found it difficult to win any recognition for itself.

It has had no trouble with the local education authorities in Wales - but has got nowhere with applications for membership of the Burnham committee, which negotiates teachers' pay, and the Council of

Local Education Authorities Schoolteachers' Committee, which is responsible for discussions on conditions of service.

Its national organizer, Mr Gareth Miles, said: "We have made an application almost every time there is a new Secretary of State for membership of the Burnham committee - but we have always been turned down."

"We have been told we do not represent enough members in the profession but our percentage of potential members is higher than that of organizations already on the committee."

"Indeed, even if we achieved 100 per cent membership in Wales, it is doubtful whether we would reach the Minister's criteria."

There can be no doubting the trade union stance of UCAC on many issues - during the pay sanctions last year it lined up with the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, and the Assistant Masters and Mistresses Association in opposing the I.E.A.s' decision to refuse to allow the annual pay claim to go to arbitration.

In fact, UCAC has applied for membership of the TUC - following an overwhelming decision in favour of doing so by its annual conference. However, the TUC turned the union down on the grounds that it was not in favour of an even further proliferation of teachers' unions. It



Peter Cross



Gareth Miles

suggested UCAC's members could join one of the existing organizations affiliated to the TUC, the NUT and the NAS/UTW.

"What they fail to understand is that neither of them can cater for the needs of Welsh teachers," said Mr Peter Cross, this year's President of UCAC.

The TUC's structure prevents UCAC from applying to the Welsh TUC for membership - for the Welsh TUC is not organized separately from the national body.

A few people seem to have got the wrong idea of us," said Mr Miles. "We have been told that we are the trade union wing of Plaid Cymru (the Welsh nationalist party) but that's not true. We are a non-political organization and have members of various political views."

"In fact we were told by someone from TUC that we couldn't join because we would have to be non-political. All other unions were non-political or only partly political in the

Labour Party sense, he said."

With a small membership, UCAC relies heavily upon dedication rather than finance to give its members all the benefits of joining a trade union. An extreme example of this can be seen in the legal representation provided by half a dozen members who studied law in their spare time.

One of UCAC's cause célèbres at the moment is that of Wayne Williams.

The dispute over Mr Williams, whose contract as a teacher of Welsh at Llanidloes High School, in mid-Wales, has been terminated, intensified before Christmas when Powys County Council's staffing panel failed to draw up a short list for the vacancy.

The post has been blacklisted by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers as well as the National Association of Teachers in Wales, his own union. Although Mr Williams was the sole applicant, Mr Michael Rolt, the county's solicitor, said after the panel meeting: "No suitable application was received. The post will be re-advertised."

A former chairman of the Welsh Language Society, Mr Williams, aged 29, served six months in prison in 1981 for conspiring to damage television installations during the campaign for a Welsh television channel.

On release a Department of Education inquiry ruled that he was a fit person to teach and parents opposed to him failed to obtain a permanent High Court injunction barring him from the school.

The 12-month contract he was given ran out on December 31, 1982, and the school's governors have refused to renew it.

Mr Dafydd Elis Thomas, Plaid Cymru MP for Merioneth and a member of the Parliamentary Select Committee on Education, who has been pressing for Mr Williams' continued employment, said he was shocked that Powys refused to acknowledge the force of the DES and High Court findings.

The authority is clearly acting unreasonably and the need for an inquiry under Section 68 of the 1944 Education Act is now urgent", he said.

The union's full-time staff consists of one national organizer and two secretaries who work from its head office in Cardiff. However, that will be moving to Aberystwyth in the near future.

A glance at the union's annual conference resolutions will tell any reader that - apart from its central concern to allow children to be taught in Welsh if their parents so wish - its concerns are like those of many other teachers' organizations.

UCAC conducts its affairs primarily in Welsh, although it will provide translations for its English-only speaking members if required.

It inns claim to have been the prime mover in the resurgence in the number of schools which now teach through the medium of Welsh. However, it still feels there is a long way to go before it can rest on its laurels. Ultimately, it would like to see Wales having its own education system. Why not? Its members argue. After all, Scotland has its own one.

Teaching about death needs extra care in special schools

by Hilary Wilce

Teachers at special schools have a crucial role to play in helping a dying child.

Most special schools experience the death of a pupil from time to time, but teaching about death "cannot use the same methods as teaching about trade-winds or long multiplication", Mr Peter Jeffrey, head of Brookfield School, London, borough of Waltham Forest, told a recent London psychological conference.

Surveys have shown that children with fatal illnesses tend to avoid the topic of their own death with their parents, and avoid asking direct questions about their health. But special school teachers, who spend a lot of time in relaxed conversation with their pupils, can discuss death with a child, and indicate that adults are aware of his or her worries.

Of 108 schools for the delicate and physically handicapped in England and Wales, all but 12 had experienced at least one pupil death in

the previous five years, Mr Jeffrey said.

Group teaching was inappropriate for teaching about death. Teachers should take advantage of natural openings, such as the death of a pet, to introduce the topic.

It was the duty of special schools to provide the dying child with as satisfying a life as possible. Sometimes this meant allowing the parents to take the child away on holidays or outings, or modifying the curriculum to make allowances for increasing physical handicap.

But most schools questioned preferred to offer the same lessons and demand the same standard of behaviour as normal. In order to avoid the easy pitfall of over-indulgence.

Teachers believed that by about the age of 10 most children could understand death. Many children understand that they themselves are dying, but find it hard to find anyone willing to talk about their death.

Towards the end of a child's life, schools, hospitals and parents need to work together. Mr Jeffrey emphasized. Many heads questioned felt that while they were given adequate medical information about a child, they were unsure what was known by the child and his parents. A school doctor could play a crucial role in liaising between all parties.

After a death, many heads disagree about what to tell classmates. Some favour avoiding the subject completely, while others prefer a general school announcement, or telling special friends first. Most felt that children had a difficulty understanding about death from adults. They found it hard to comprehend the finality of death, or had fantasies about it.

Sometimes heads had to wear be-reaved parents from too great an attachment to the dead child's school. Mr Jeffrey said, although most adopted a policy of only gradually removing a dead child's possessions from the school.

PICKUP a new skill

PICKUP (The Professional, Industrial and Commercial Updating Programme) is not new; many further education colleges were putting on short courses for industry 20 years ago, a college principal said recently. Mr Paddy Sheen of Peterborough Technical College, said: "The Department of Education and Science has only just woken up, but we've been aware of this for years."

He was speaking at a regional workshop organized by the DES to promote PICKUP which was launched last May to stimulate the development in colleges of mid-career vocational courses.

But Mr Sheen emphasized that short courses were essential to the survival of further education colleges as traditional FE courses were already disappearing.

Colleges must adapt to the needs of industry by opening 52 weeks a year and at weekends if necessary. They must offer distance and open learning systems - PICKUP did not have to take place in colleges. Teachers could go to clients, he said.

He criticized the government for axing the posts of industrial liaison officers in colleges. "PICKUP money might have yielded a greater return if it had been spent on restoring those jobs," he said. "They get the interface of colleges and industry right."

One principal asked what was the incentive to put on short courses given that his college was already full of students doing conventional courses. Mr Sheen said PICKUP not only changed the relation of colleges to industry, but with local councils.

"They don't know a lot about FE - they think we are a sort of mechanics institute with people in overalls. So when FE becomes involved in educating senior management, councillors then see us as playing an important part in the industrial life of the area."

"Colleges need friends in hard times. If you have a solid background of service to local industry and the local authority you have a greater chance of keeping your head above water."

Another unconverted principal was sceptical that staff would have the expertise to mount such courses as they already had difficulty in keeping up to date.

"If they are not up to date they are candidates for early retirement," Mr Sheen replied. He favoured short term contracts for staff renewable every three years.

retiring in April. Lady Platt, a 50-year-old aeronautical engineer, is a past chairman of Essex education committee and member of the Association of County Councils' education committee. She has been active in developing technical education in Britain.

Mr Peter T. Wilson has been appointed as the third regional development agent for the Government's new initiative to encourage the updating of work skills in mid-career. He will help promote professional, industrial and commercial updating (PICKUP) in the West Midlands, Gloucestershire, Hereford and Worcester, Shropshire, Staffordshire and Warwickshire.

Dr John White has been appointed head of the department of physical education and sciences at the West London Institute of Higher Education, with effect from April 1983. He is at present lecturer in physical education at Salford University.

Mr Russell John Buley, aged 36, deputy head of Headingham Comprehensive School, Essex, has been appointed head of Shebbear College, Devon, from September 1983 in succession to Mr George Kingsnorth who is retiring.

Professor Sir David Phillips, professor of Molecular Biophysics in the University of Oxford, is the next chairman of the Advisory Board for the Research Councils.



Peter Wilson

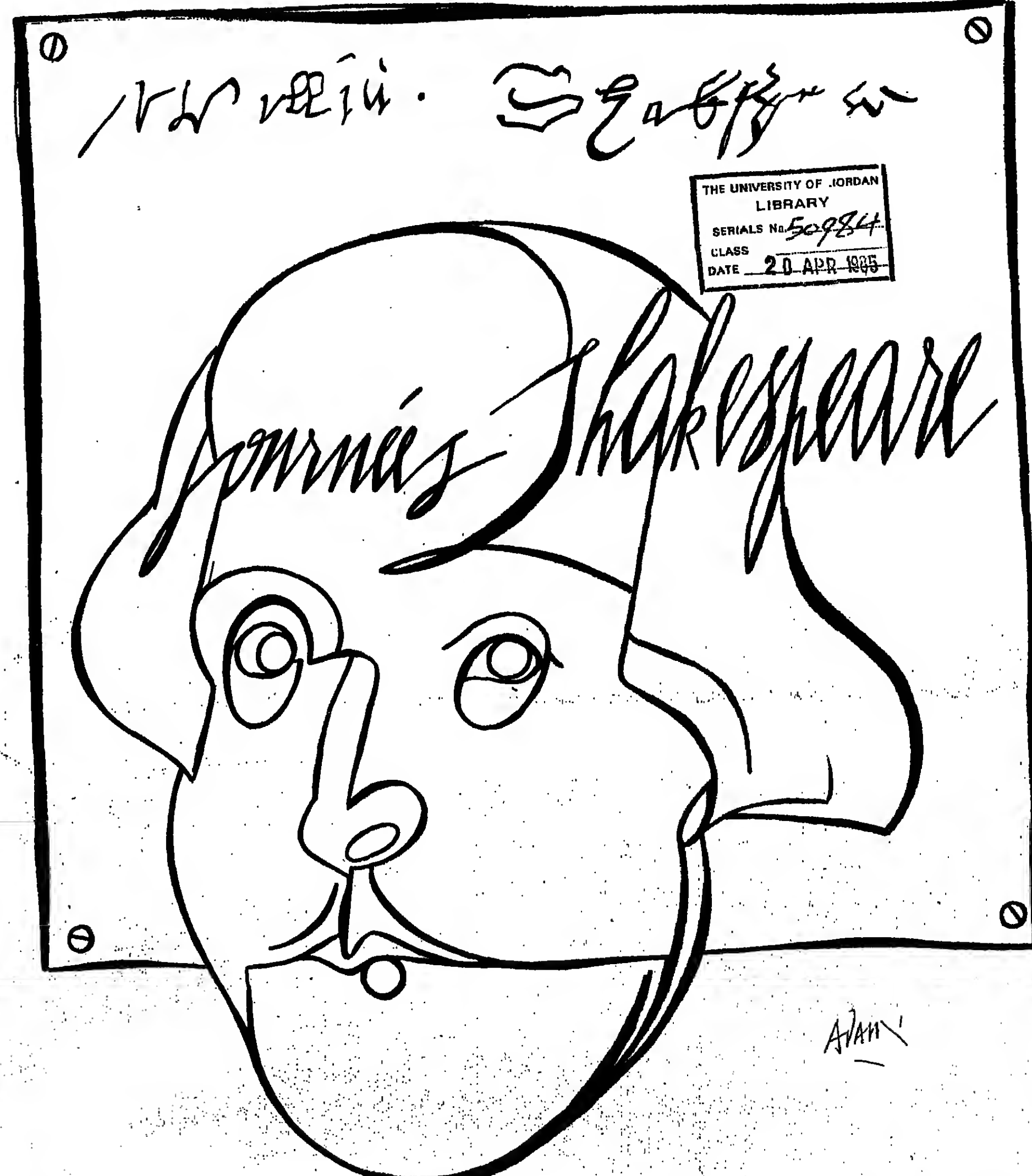


Baroness Platt



Mr Robert Ellis, Master of Marlborough College, is the 1983 chairman of the Headmasters' Conference, which represents heads of the country's fee-paying public schools, succeeding Mr Warwick Hale, Fifth Master of St Paul's School, London.

Baroness Platt of Wiltter has been appointed chairman of the Equal Opportunities Commission. She succeeds Baroness Lockwood who is



Thoroughly modern Willy.

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LETTERS

Challenge of Christianity

Sir - There was a time when Richard Hughes's article "Why Christianity?" (*TES* Extra, December 17) would have involved him taking his professional life in his hands. I have two hopes for him. Firstly that his career will not suffer; secondly, that he has not been allowed space merely as the statutory "confessional" who is there to be put in his place.

His argument is heavily "cultural", based on the view that children doing RE in Britain should study Christianity because there is a lot of it about, and because it is a vital force in Western life and tradition. John Rudge in the same section argues that this is dubious because the relationships between religion and culture are complex and well beyond the understanding of most 16-year-olds. His alternative, of religion as "a diverse reality" is equally complex, especially when he goes on: "Students should show their knowledge and understanding of more than one religious tradition simply on the grounds that such is the nature of religion". This is true in an important sense, but it is much easier to appreciate if you were Lord Herbert of Chichester or the head of RS in a college of higher education than if you are a well-informed 16-year-old.

You would not jump to this conclusion from *St John's Gospel*, the *Book of Deuteronomy* or the *Holy Koran*, or all three read out after the other. If young people are to be gripped by something which makes them say "such is the nature of religion" we cannot say it will be the benign, civilized thing that suits anyone's idea of a multicultural society. The fine scruples of religious educators do their subject great credit.

dit. If only they were common to all subjects. Anyone who has witnessed the battle for able students' academic souls as science and modern languages contend over A level options will endorse Peter Connolly's axiom: "The teacher's attitude to the job must be dominated by educational considerations rather than proselytizing ones."

The fact is that if you let Christianity into education, you cannot domesticate it, any more than Jesus himself can be tamed on admission

to an individual's life. Christianity challenges, just as he did, the assumptions by which society tries to come to terms with itself.

Christianity is a standing challenge to modern education which is duty-bound to study it but which cannot house-train or contain it. **GENERAL WILKINS**
 Association of Christian Teachers
 27 Spring Gardens
 Garsion
 Watford



Plural values

Sir - The article "Why Christianity?" (*TES* December 17) contains so many illogicalities and non sequiturs that it is difficult to know where to target a brief response.

Mr Hughes believes the purpose of religious education is to "describe and to inform". He alleges that to describe more than one religion is too difficult for the task to be undertaken in school. Pupils who are not Christians he suggests, will not be offended because the aim is not to inspire belief.

Against these views a number of points must be made. First, teachers are introducing pupils to a plurality of religions without creating confusion. There is evidence that this can be done, and not only in multifaith areas.

Secondly, in history and, especially, geography, we teach about a number of countries and have done for many years, apparently without causing confusion. Pedagogically why should the teaching of religions confuse when the teaching of countries, histories and even literatures does not?

Thirdly, and more seriously, has Mr Hughes ever tried to convince Muslims or Jews, for example, that his reason for ignoring their religions is only to avoid confusion? Education is a human and one hopes humanising process. What is likely to happen to pupils' self-esteem if their religions are ignored? Even worse, perhaps, what conclusions will their classmates draw about the

work of Judaism or Islam if only Christianity is taught in their schools.

Finally, Mr Hughes is not faithful to his own principles. Even in his article he includes Judaism by describing Jesus as a Jewish reformer. In his first book there are extensive references to Judaism which I and others have felt to be antisemitic, by accident perhaps. Mr Hughes's first book has convinced me that it is impossible to study the origins of Christianity without also learning about Judaism itself.

In short, I would wish to counsel teachers against Mr Hughes's advice. If they teach in multifaith schools the result could be disaster - large-scale withdrawals by Hindus, Jews, Muslims and Sikhs. If they teach in all-Christian schools it could be a return to the kind of Imperialist Christianity which provides the National Front with its theology. I agree with Mr Hughes that we must teach Christianity. I also agree that Judaism and Christianity hold differing views about the person of Jesus and many other beliefs.

But in a pluralistic world, which is part of a multifaith world, the schools must be a place where religions and political differences are recognised and studied, otherwise our children will not grow up to be mature adults and citizens.

Dr W OWEN COLE
 Senior Lecturer
 in Religious Studies
 Bishop Otter College
 Chichester

Sacred rights

Sir - I support Mr Tom Jones of the Cwtyd education committee who upheld the right of a selection committee to question applicants for a headship about their religious convictions (*TES*, November 19). I do so as an active member of the National Union of Teachers, and therefore in opposition to its policies on this matter. I also do so in opposition to those political and social tendencies which would deny this right to any interviewing bodies, but which themselves in such fundamental matters as comprehensive versus selective education, racism, streaming versus mixed ability, etc., would support and encourage questions of candidates to elicit from them their attitude on such matters.

Such tendentious do not just ignore the fact that for many people the religious standards of teachers can be as basic an educational mat-

ter as their attitude on racism. I assert this as a person who opposes selective schooling, who favours mixed ability teaching, and who for years has actively opposed racism.

The truth is, the political and social tendencies I refer to also oppose religion, and would relegate it to the dustbin of history. This, however, is not the attitude of my union. I simply believe my union is ill-advised on this matter, and too selective in the sort of candidate questioning it will or will not support.

The NUT should broaden its understanding of education to take in the fact that education shapes attitudes as much as knowledge. Possibly what education children receive in attitudes is more important than what they receive in terms of knowledge. For that reason, Mr Jones has every right to maintain "our country's standards". For example, in the Inner London

Outside influence

Sir - The grumbling anti-multiculturalists in your columns over the past few weeks began with Raymond Honeyford whose article seemed at the time to be too inaccurate to deserve a reply. However, NAME does not want to be accused of lofty indifference; it's time to make one or two fundamental points before the correspondence is laid to rest.

By "national homeland of the English people" your correspondent Eric Peterade (*TES*, December 17) presumably means the shires and cities of England, a section of the Isles of Britain which have often, over thousands of years, been visited and settled by numerous tribes and mostly without "consent and consultation".

Homo sapiens continues to be a territorial creature, given to moving across the face of this planet (and now into space). Such activity occurs naturally and unashamedly; it has even led to some of those who called Britain their mother country settling in all corners of the globe, with little or no consultation and consent from those who had settled there first. These Britons took with them religion, customs and a governmental system which they happily transposed.

Surely freedom to move about the earth is an important element in human civilization and an acknowledgement of the resulting enrichment of this experience is a logical part of anything that claims to be a comprehensive approach to education and totally within the liberal tradition of extending knowledge through exploration and inquiry.

What is it that frightens people like Mr Peterade and Mr Honeyford about facing the realities of the present? Why don't they want to encourage children and students to relate the real world of the present to the real world of the past? How can they, as trained educators, be content with a pedagogy that excludes so much that is informative, interesting and exciting?

They should answer these questions instead of looking around for someone to blame for developments which are going on in the world but which it seems they are blind to.

Can they, or anyone else, really believe that all people (including teachers) do not benefit from learning about the beliefs, customs and viewpoints of their neighbours?

MARY BAKER
 Fieldworker
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 for Multicultural Education
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 Walsall

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

FE hours

Sir - I am surprised that *The TES* should repeat the old misconception about further education lecturers' teaching hours. Your article concerning the local government inspectors' report (*TES*, December 17) implies that FE lecturers are contracted to teach 30 hours a week and that in some places they are getting away with as few as 11.

As you well know, the 1975 conditions of service for FE provide for "class contact" hours of between 13 and 22 according to grade of lecturer. Class contact entails teaching, supervising examinations and timetabled tutorial and supervision work. The rest of the 30 hours a week a lecturer is officially on duty is spent in administration, preparing lectures, updating subject knowledge and teaching materials, etc. As has been shown by research of the independent National Foundation for Educational Research, in practice most lecturers work well over their contracted hours.

As an educational organization, the National Association of Teachers in Further and Higher Education is totally committed to the provision of an efficient service and a high quality service. We have been concerned that the authorities seek to distinguish between efficiency and effectiveness and produce little evidence to show that the former can be improved without damaging the latter. The audit reports betray a lack of understanding of the organization of further education and seem to have been conducted without consultation with relevant organizations of either management or staff. NATFHE is now engaged in discussions with the Audit Inspectorate which we hope will prove constructive and prevent future misunderstanding about staffing arrangements and confusion between educational, negotiating and financial questions.

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Lost miles

Sir - I write with reference to R. J. Baldwin's letter, "Teacher's Time" (*TES* November 12). While fully supporting the sentiments expressed, I wish to correct the misleading and erroneous statement that teachers living more than five miles from school can claim half the standard NUT mileage allowance when attending after-school meetings etc. That same week I returned to school to attend such a function, a Saturday morning of 13 miles. My headmaster, on my behalf, followed the matter up with the I.E.A. The claim was refused.

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Education Authority a board of governors questioned an applicant re his/her "comment" (using the word employed in his school documents on this matter) to multi-racialism or to comprehensive education, as indeed occurs, there would be no criticism. In my opinion, rightly so. But what is sauce for the goose should be sauce for the gander. People cannot have it both ways - but of course they will try to!

The issue goes much deeper, and cannot be separated in the present educational context from that of multicultural education, as also discussed in the same issue by Raymond Honeyford. One has to be in the thick of ordinary secondary school inner-city education to appreciate that there is a vigorous, but of course concealed, anti-Christian trend in the movement for multicultural education. I have referred to

Christianity is the ancient culture of this country. For that reason alone the multi-culture educationists should be keen to respect it. Having been in India for four years, I can appreciate what "reaction" there would be if the presence of a few British children in a Bombay school were used as a pretext to deny that school celebration of its Hindu festivals. There would be an outcry against "cultural imperialism".

For these reasons I believe Mr Jones of Cwtyd has every right to consider the attitude of applicants for a headship on such a fundamental issue as religion in a Christian community. Similarly I would support the right of a Bombay board of governors in an Indian state school to consider the religious attitude of applicants for a headship.

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FEATURES

Radical shifts from tradition can make A level English more satisfying to teacher and taught, Bill Greenwell finds.

ALTERNATIVE ENGLISH

The majority of A level English candidates are assessed by a "sudden death" examination in which they attempt some practical criticism and offer answers to fairly broad questions about major literary texts. They are usually allotted 45 minutes per task in which to empty their minds and memories.

But a growing number of students follow "alternative" syllabuses. Now, by "alternative", I do not mean simply that there is a broader or even thematic selection of texts (as with the London "African and Caribbean" paper, or the JMB Alternative Paper 2) merely that an option is provided. In the "alternative" syllabuses, there is a radical shift away from the traditional content, and from the traditional methods of assessment of English.

I have been gathering information about these "alternatives". Facts were surprisingly hard to tease out; some boards were curiously coy and information sometimes reached me only by circuitous routes.

Only two boards (Northern Ireland and the Welsh Joint Education Committee) do not offer some measure of syllabus independence, even if only to individual schools or restricted consortia. And these alternative syllabuses are full of interesting innovation, enabling students to undertake much more adventurous work.

For example, in several syllabuses, one third is assessed by a coursework folder, marked by teachers and externally moderated. The folder not only includes literary-critical essays, but also, depending on the board, may contain submissions of original writing. Such personal writing, as in the JMB/Sheffield syllabus, is required to be accessible to others, and may include objective, argumentative and analytical work, as well as that operating by verse or prose conventions. In some instances, translation from one genre to another - eg novel into film script - is acceptable, as are parody or pastiche. In one school, students may substitute the running of a seminar for an essay.

Several syllabuses offer candidates the chance to write a dissertation (or "extended essay") of 3,000 words or more. The subject may be entirely the student's choice, with moderator consent - on a particular literary interest, on the relationship between literary work and another discipline (an art movement, for example). Sometimes some media study is permissible; sometimes an investigation of non-literary language, spoken or written, local or national, may be undertaken. Once or twice, one finds the dissertation allied to oral work - via an assessment or a short talk on its contents.

Many syllabuses allow students to take texts into the final examination. One syllabus allows reasonable annotation of texts. Of course, this doesn't make the examination easier; it merely changes the nature of the test. Students are expected to find their way around texts with the ease that comes from intensive study; not merely to purge their memories under the emetic influence of a general question.

Significantly, these "open-book" papers are much easier to understand. Gone are the gnomic phraseology, the obscure quotations to which are handily appended the terse instruction, "discuss". Instead, attention is directed to specific passages, and detailed commentary on language is expected, as is the skill of extrapolating general ideas. Bluntly, the questions are more appropriate to the time allowed.

In my opinion, these alternative syllabuses legitimize what are really unexceptionable ingredients. They reflect much more accurately the critical and creative skills deployed by writers and readers outside the strange, rather arbitrary constraints of "traditional" A level. Significantly, most alternative syllabuses also seek to remove the arbitrary distinction between "Language" and "Literature".

I should stress that only three syllabuses are entirely alternative to the board's standard schemes. Of these, Oxford's 9805 syllabus has operated since 1973, but is restricted to six schools. The JMB has run a syllabus for a consortium of Leicester schools since 1969; since 1977, the AEB has offered the 753 alternative to its standard 652 syllabus. This is presently studied for by over a thousand students in five regional consortia. Two more "hundred-percenter" are on the horizon, each using the significant word "language" in their provisional titles. Technically, the Cambridge 9001 syllabus is "alternative" to the standard 9000 syllabus; in reality, there is considerable overlap between the two.

This is the most familiar pattern. Most

alternatives in the survey are hybrids, constituting only a proportion of the whole syllabus. Sometimes this has curious effects. Schools given the freedom to devise one third of the syllabus undertake fantastic amounts of work and research, only to make the content too heavy, and out of all proportion. What this demonstrates is the enormous urge to break out of the stilted pattern familiar to most A level students. And although I found the Northern Ireland Board's response to my request for information ("there is no demand from the schools in the province for an alternative") refreshingly succinct, I doubt its claim. Most English A level teachers are more likely unaware than any alternatives exist.

After conducting this survey, my most particular sense is of the benefit of the dissertation (relatively new to England, although not to Scotland). This seems ultimately most likely to satisfy the students, to make them think in retrospect it was worth it. The opportunity to present considered opinions at length is something 45 minutes of graft in a hot hall can never provide. It is also more stimulating for teachers - they find themselves doing a great deal of interesting reading. Comments from teachers, and my own experience of AEB's 753, suggest that most students surpass themselves in their dissertations; they surely provide, as well, perfect subject matter for an oral element.

But talking and listening are still the black sheep of the English A level fold. There is a

distressing tendency for them to be seen as territory "occupied" by the newer Communication Studies A level. The temptation remains, meanwhile, to hivel off language from literature, caused by resistance from English literature teachers to non-literary (or "sub-literary", as I've seen it called) language. Consequently, the two language syllabuses in the offering have a manifestly inappropriate bias - for this level - towards linguistics.

One of them (the second is a limited JMB experiment) grew out of London's optional "Varieties of English" paper. The 1981 paper offered its 42 candidates a fascinating selection of passages for comment.

Tasks were set to use two of the following five - three versions of the Gnoil Samaritan parable; a radio and TV commentary on the same football match; extracts from novels in which the dialogue used dialect; a press advertisement; a Tom Leonard poem in Glaswegian dialect - material which would be exciting on any practical criticism paper.

Alas, this is a naive view. In the examiner's report on an answer to the third question (on extracts from *Saturday Night and Sunday Morning*, *Cold Comfort Farm*, and *The History of Mr Poley*), we find this: "At the end of the word 'of' he leaves off the labiodental voiceless fricative (f). A commendable use of technical terminology, but once again the candidate sees rather than hears the word - the fricative is of course voiced, though not spelt 'ov'." [My italics].

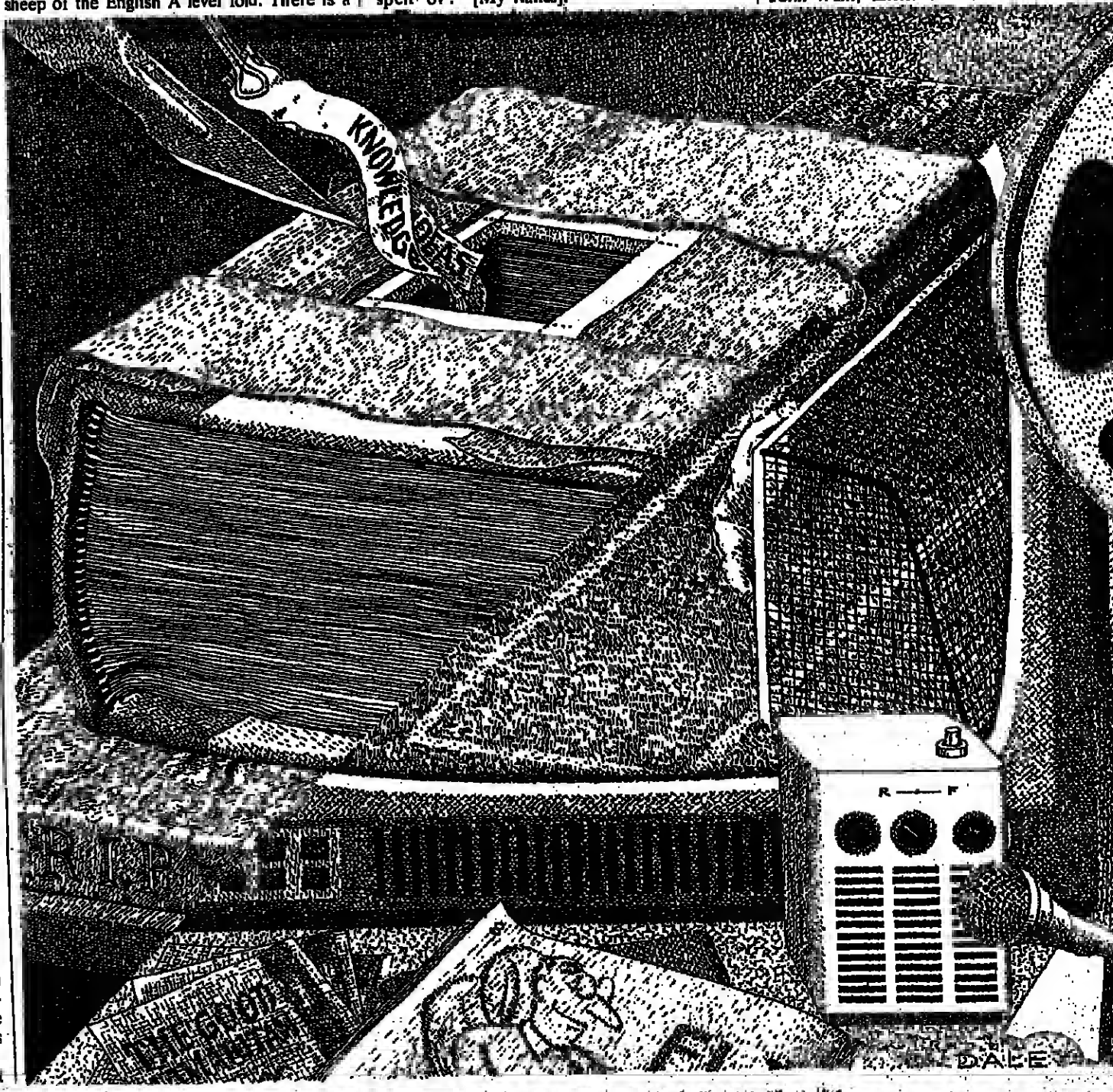
That phrase about the terminology being commendably technical worries me. It suggests that there is now a movement - a backlash - born of understandable frustration with English literature's critical practices, which is shifting the emphasis the other way. The danger is that teachers will see themselves as having to plump for literature or language. The fallacy that English literature A level should be designed to suit the tiny minority going on to university to read English will be twinned with a new fallacy about English language studies being designed to fit the needs of potential linguistics students.

One further point concerns consortia, many of which consist of the schools originally devising the syllabus. By contrast, in the case of the AEB's course 753, consortia were formed to meet the devising of the syllabus by the board. One Cambridge variant, however, allows schools to operate entirely independently, and the head of one such department wrote to me that consortia were "a very effective way of getting a little of what you want, and a lot of what you don't." But while it is true that consortia are rather more controlled by the board, regular moderation meetings effectively offer very valuable in-service training.

The alternative syllabuses provide interesting evidence of how much English A level might be developed. All of them, however much they remain at the teaching stage, open up the study of language in the way that the traditional A level closes it down.

After five years of teaching to an alternative syllabus, I can easily describe the most notable change. The students look far more closely at the way that language is manipulated; they see books as the result of a process, and not as a body - it was a corpse, as I recall - of knowledge.

Bill Greenwell teaches English at Exeter College, Exeter and is a former national officer of the National Association for the Teaching of English (NATE). His survey is published as Alternatives at English A-level: (NATE Examinations booklet No.4) Price 75p, including postage; available from Bill Greenwell, 15 East John Walk, Exeter EX1 2EW.



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FEATURES

School to...what?

One of the few certainties for 1983 is that fewer school leavers will find jobs. That alone threatens to demoralize and disrupt both the individuals concerned and the schools and colleges attempting to prepare them for the future. But could some of the alternatives to work now being offered make matters worse? On the page opposite Bob Finch describes how the Government's latest plans have left schools feeling high and dry. Here Martin Loney examines some of the broken promises of YOP and finds the Youth Training Scheme which replaces it is based on similar, questionable assumptions.



The Youth Opportunities Programme was launched in 1978, amid a blaze of publicity, and backed by all the main political parties and both sides of industry.

The enthusiasm of the Government of the day was reflected in Labour's remarkable 1979 manifesto claim: "Britain has the best youth programme in Europe. We have the Youth Opportunities Programme". Currently YOP is being phased out as the Youth Training Scheme is established, but to many it is rather difficult to tell where one ends and the other begins.

Promises which the MSC made for YOP were impressive. In full-page advertisements, of the kind which promote the stimulating Community Programme, the MSC assured readers that the scheme was based on the best elements of existing programmes which had succeeded "in helping as many as eight out of ten participants into jobs".

The man behind YOP, Geoffrey Holland, was even more enthusiastic. In April 1978 he was reported as saying that fewer than 10 per cent of programme graduates would be "reemployed". Equally categorical assurances were given that there would be no displacement of permanent workers and that employers who abused the scheme would be quickly weeded out.

The underlying rationale for the new programme was spelled out by Richard O'Brien, then chairman of the Manpower Services Commission: "The Youth Opportunities Programme aims to break the vicious circle which yearly traps many thousands of unemployed young people... they cannot get jobs unless

they have work experience and some basic skills. But they cannot get that experience and those skills without a job".

The thinking behind the scheme can be summed up thus: youth unemployment is largely a function of the characteristics of the young unemployed, change those characteristics and you significantly reduce the problem.

If the programme had focused on a small number of disadvantaged school leavers, in the context of a buoyant economy, it might have had some effect. In fact the skyrocketing level of youth unemployment and the eagerness of politicians to appear to be tackling it resulted in a massive expansion of the scheme. In 1979 YOP was dealing with one in eight young people, by 1981 it was already handling one in four.

There were strong economic arguments for supposing that programmes which ignored the demand side of the labour market and focused on the supply side would be effective in tackling only particular bottlenecks, or in a period of sustained expansion. There was also abundant evidence from the American War on Poverty that skills programmes, directed at labour market entrants, were ineffective unless backed by policies designed to secure more relevant jobs. In a seminal work on the War on Poverty, *Dilemmas of Social Reform*, Marris and Rein comment on the disillusionment of those who graduated from the programmes back to the dole queue: "As each door they opened led to nowhere, they were continually adding anterooms in which an appearance of hopeful activity disguised the ultimate frustration".

Even for those who, it might be argued, takes place during the regular contact between the Jobmates and the young people. Each Jobmate is usually responsible for four youngsters at a time and sees each of them, normally at their homes, for an hour or so a week. Part of the success of the scheme has relied on the fact that the Jobmates come in free of any authoritarian taint simply to help. This has relieved the relationships of many of the tensions which can exist with Careers Service staff, probation officers or teachers. The Jobmates are seen to be on the side of the unemployed youngster. This makes it much easier to get across some unpleasant truths about the youngsters' standard of writing, speech and dress. Because the Jobmates are themselves in normal employment (sometimes, indeed, working in personnel departments or employment agencies) what they say carries more credibility than the advice from professionals like careers advisers.

"You need to coax many of the youngsters along so that gradually they learn the lessons. I'd go through an application form with them very carefully - sometimes it takes a whole evening - making sure that the spelling is right, that they've understood the questions properly and that it looks fairly neat. I knew from my own job that people draw conclusions from the quality of the handwriting so I do what I can to help them improve that. And when it comes to letters I try and help their grammar, make sense but obviously I can't write their correspondence for them - it would stand out a mile", said one Jobmate who was herself attending a level English evening classes while coaching her Joblings along in their basic skills.

"It's when you start making suggestions

need special help to make a successful entry into the labour market, the schemes proved to be of little use. The difficulties of young people from the ghettos in mastering the demands for employment, or the insensitivity of schools and social agencies, only become crucial as the resources to provide decent jobs and training are assured".

If the American War on Poverty was a tragedy then, in YOP, history was to repeat itself as farce. The American War on Poverty had taken place in an expansionary period with a presidential commitment to abolishing poverty. In Britain, YOP unfolded against a background of government-inspired deflationary measures and a significant shift of resources in favour of upper income tax payers.

The success rates for YOP, far from confirming the promises made by the MSC, could only bring comfort to its most fervent detractors, for as the programme grew it became clear that talk of success at all was a mirage.

In the early days it was apparent that YOP graduates had some advantage over non-graduates in securing what permanent jobs there were for young people, but as the programme expanded, to take more and more unemployed school leavers, with a Prime Ministerial commitment to a place for all, then the successful placement rate corresponded more and more precisely to the local youth unemployment level. Excellent programmes in Sunderland might see a handful of graduates find work, mediocre schemes in London and the South-East could claim much greater apparent success.

The disadvantaged labour market entrants, those of ethnic minorities or deprived family backgrounds, who might have been thought the obvious target for the kind of social skills programmes and special assistance such a scheme could offer, appeared to have fared worst. The MSC has voiced its own concern that the disadvantaged could have been discriminated against through what one evaluation described as: "The tendency to recruit more able trainees to make the scheme look more successful".

This process was particularly evident in training workshops, where supervisors found it increasingly difficult to maintain discipline over an exclusively youthful work force, meet production targets and cope with the personal difficulties of alienated and embittered youngsters. Many in the end concentrated their efforts on those who could do the job at hand. As one Brixton project manager said, they were quickly left with those who in better days would have had no difficulty getting an apprenticeship.

The MSC has, as yet, produced no evidence that YOP increased the level of regular employment available for young people. It has, however, conceded that it failed to keep its promise that no regular jobs would be lost through displacement by free YOPsters. Last

year it acknowledged that between one in three and one in four places created had no permanent worker a job. This reflected both inadequate supervision by the MSC and the inevitable consequence of offering employers free labour.

In August 1981 the commission had accumulated a backlog of 36,000 visits to supervise placement arrangements. Perhaps that is why it took the commission so long to discover that employers, rather than recruiting school leavers directly on to their payroll, automatically recruited via YOP and that the less scrupulous simply replaced one generation of trainees with the next. Private nursing homes, offered free 16-year-old girls as trainees, obviously had some scope for cutting their demand for regular support staff.

Defenders of YOP might argue that it has at least kept some young people off the street - though inadequate supervision means that programme attendance is not always enforced. They could also point to good programmes which have sought to address the needs of young people condemned to unemployment. Programmes could no doubt be mounted with these objectives in mind but YOP must primarily be judged on its own original claim to be a major answer to the problem of youth unemployment. On that basis the programme has failed spectacularly. It has also concealed the real nature of the problem of youth unemployment by focusing on the characteristics of young people - their lack of "work experience" - and has caused many young people to experience a continuing sense of failure as they find not only that school provides no route into the world of work, but neither does YOP.

The new YTS continues to be based, in part, on the proposition that training will create jobs. Mr Peter Morrison, Employment Minister, has argued "to the extent that trained youngsters will be more efficient employees the scheme will contribute to reducing unemployment", an assertion which will create no more jobs than did the earlier promises for YOP.

It is in any case difficult to take the YTS claims about quality training seriously in the context of the lowest level of apprenticeships in the postwar period, massive cutbacks in well planned, competently staffed courses in further education and cutbacks in higher education which will have knock-on effects for all school leavers.

Young people themselves have made it clear that what they want is work. Those who insist on offering programmes which cannot provide this, but which simply open an endless series of doors which lead nowhere, will make the pedagogic problems of Tom Sherrin's eponymous Wilt pale into insignificance.

Martin Loney is a lecturer in social policy at the Open University.

FEATURES



Heads' tales

Bob Finch has listened to secondary heads' fears about the new Youth Training Scheme

In the past six months I've met and spoken to one in ten of the secondary heads in England and Wales. It wasn't planned but came about because I have been filling the slot on conference agendas where someone from industry contributes to the thinking about the sort of curriculum needed for the next 20 years or so.

The experience has given me a privileged and rather unusual opportunity to share the hopes and concerns of about 700 of the men and women who run our schools. In the gaps between the talks, in the coffee breaks and at the bar, I listened and learned a great deal of what is uppermost in their minds. Naturally enough it proved to be the prospects and opportunities for the boys and girls leaving their schools.

Most heads regard the education of 14 to 19-year-olds as a continuous process, so our conversations ranged from what constitutes an appropriate curriculum for the last two years of compulsory schooling, through the difficult choices facing them at 16 to what should be happening from 16 to 19.

They look back on YOP with many doubts about the quality of what has been offered and forward to the Youth Training Scheme with misgivings. Many are puzzled and some are angry at what they believe to be the deliberate exclusion of the schools from one of the most dramatic changes in British education. I remember when Sir Richard O'Brien (the former chairman of the Manpower Services Commission) used to say that he looked

forward to fruitful cooperation between the MSC and heads. I'm still willing but cooperation's a two-way process.

"One thousand million pounds," I heard the phrase many times "and none of it coming into the schools."

"It's supposed to be a high quality scheme but how can it be high quality when we've got nearly all the best teachers?"

I met this conviction over and over again. Industry might offer a more attractive environment (and paradoxically it is sometimes the very ugliness of workplaces - and therefore their dissimilarity to schools - which increases their acceptability to school leavers) but the heads insist that the teaching expertise is in their classrooms.

"Your trainers may enjoy a lot of success in the first year or two," I was told "but wait till they've been at it for a while and the novelty has worn off."

Some heads were inclined to admit that they had not made much of a success of the raising of the school leaving age and that it was for this reason that they were not being invited to participate in the YTS.

"But what experience have the FE colleges got of this ability range? They won't know what's hit them."

This last comment was sometimes made with a little relish and it was clear that in some areas the relationship between heads and their opposite numbers in the FE colleges was strained. "You know what the colleges are going to meet? My problem kids - only a couple of years older."

The anomalies which will inevitably be created by paying an allowance of £25 a week or more to students who go on government schemes while offering nothing to those who elect to stay on at school have won many heads over to the idea of educational maintenance allowances for all students over compulsory school leaving age.

"It doesn't have to be a princely sum and we could live with some inequalities for an interim period but if they're forced to choose between £100 a month or pocket money there'll be no competition."

A number of heads, particularly those in sixth form colleges or tertiary, pointed out that there would soon be students

sitting side by side, following almost exactly identical courses and yet having markedly disparate levels of income.

Quite apart from any opinions heads may hold about the most appropriate places to offer courses to the 16 to 19-year-olds, and the best people to run them, they will face a genuine dilemma next spring when large numbers of school leavers will ask for advice about what to do next.

"How can I advise anyone to go on a YTS scheme when I don't know myself what it is they are being offered?" The MSC may have seriously underestimated the problem of getting information across the network of careers officers, careers teachers and senior teachers, and the need for many more details of what will be on offer next September is desperate.

Of course heads will be accused of this in wanting to retain students within the school system - not least because sixth formers affect their points total and therefore not only their own salaries but the responsibility allowances available for their staff. For many students there are sound reasons for moving on at 16 to a different life style in a different institution. But it remains true that at that stage the adults who know them best are the men and women who have been teaching them.

On several occasions I heard what sounded like a very sensible compromise being put forward. "Why don't some schools offer to provide the training package which goes with YTS work experience but run it off the school premises - on industrial sites or at the FE college or wherever it works best?" This, they point out, would divert some of the MSC gold in the direction of schools and allow them to give jobs to some of the young teachers they cannot employ at the moment.

"The only curriculum worth talking about is a 14 to 19 curriculum."

If that is the case - and I heard it stated many times in different ways - surely the schools must be totally involved. Heads and teachers must be invited to contribute as central partners in the teams which are planning such radical and exciting changes in the provision of education and training. "The Youth and Community Service had better get aboard too if it wants to survive," I was also told.

Could it happen? A unified and coherent pattern of education and training from 14 to 19 embracing everybody, academic, technical, experiential, practical? An acceptable and equitable set of allowances and comparable esteem and resources? Pipe dream or pragmatic programme. "Either way they can't start without us," as one head said.

Bob Finch is ICI's schools liaison officer.

Capital scheme

Edward Fennell discovers lessons for schools arising out of attempts to advise and support the young unemployed in London.

Adult volunteers involved in London's "Capital Jobmate" scheme are amazed at the ignorance and naivete of some of the unemployed young people they deal with. Although the aim of the scheme is to give moral support to jobless youngsters the adult volunteers find that what many of their young people need is basic educational assistance.

"I'm really surprised that youngsters can leave schools and colleges with such a low standard of education", says Elaine Stephenson, who works in a travel agency. "They seem so totally unprepared for the outside world that I feel the educational system has really let them down."

The Capital Jobmate scheme was set up in 1979 under the auspices of the National Extension College, the Cambridge-based educational charity. Using publicity provided by Capital Radio it brought together unemployed teenagers and mature adults so that the youngsters could benefit from a wider network of contacts and knowledge.

The adults (called "Jobmates") could also offer their "Joblings" (as the young people have come to be called) help and support in dealing with extended unemployment.

Intended as a one-year experiment, Jobmate has now helped 6,500 young people and has also distributed 25,000 copies of its "Jobmate Kits" (printed materials and advice for young job-seekers). During the past three years it has won widespread backing and is now financed by the GLC, the Manpower Services Commission, the ILEA and most of the London boroughs as well as a number of major employers.

But during that time the efforts of Jobmates have switched from job-seeking to helping their Joblings survive unemployment. "Unless youngsters are able to cope with the experience of unemployment then there is no chance of them getting work", Elaine Stephenson says.

Helping them improve their educational standard is an important part of this. Most of the Jobmates are themselves socially mobile and have benefited from formal qualifications. So, in a number of cases, Jobmate Sally Dixen has advised her youngsters in getting on to further education classes to improve what they have to offer an employer.

"When they first leave school they seem to think that exams don't count and that they'll be able to find a job. Often they are rather cocky about it. After about six months though, you can see real demoralization or anxiety setting in and at that stage, with encouragement, some of them will regret missed opportunities and be prepared to take evening classes or a correspondence course." A lot of basic skills education, however,

about what they should wear at interviews that they look at you with amazement", said another Jobmate. "It clearly has not occurred to them that what they wear when out with their mates or at the disco may not be appropriate when going for a job. 'Dress conventionally' is what I say to them although to some of them that won't mean a lot."

Although the Jobmates feel that the schools are neglecting these kinds of youngster they do not blame the teaching profession. Seventy per cent of the Joblings have no formal qualifications and the Jobmates recognize that many would be pretty unruly pupils.

"The trouble is, they get the wrong kind of education in their last year at school", complained Tim Warwick, who works for Plessey, the electronics company. "Instead of doing the traditional academic subjects they should have been getting some work experience and being taught things which are relevant to the outside world. Perhaps then they would be a bit more capable of coping with it."

Jan Taylor the director of the scheme, is pleased that two-thirds of the young people put in touch with a Jobmate have moved into work, further education or training but it is difficult to see how that figure can be maintained in the future.

An MSC report (*Special Programmes Occasional Paper Number One: Helping Young People Help Themselves August 1982*) concluded that "the Jobmate scheme has been very largely successful" so its value has now been officially recognized.

But demand is likely to grow to such a level that the network of volunteers and care of full-time coordinators needs to increase by a third in order to cope.

Most subjects have been added to the school curriculum only when informal education by family, church or community no longer ensured the learning needed for adult life. The 3Rs, school science, physical education, environmental studies and sex education all "arrived" in this way. Work, the newest subject in the curriculum, has a similar history.

Not so long ago the experience of work was indivisible from the experience of family, community and society. Only during the past 150 years has work, for most citizens, been taken away from family and community and put into factories, shops and offices. Such institutions are increasingly "closed": complex technology, security, privacy, hygiene or hazard ensures they are only accessible to those who work within them. But now work is not only a separate part of human experience, it is also one that is not being made available to all.

Like most human experiences work was taken for granted while its existence seemed assured. We have come to see its importance more clearly when its availability is at risk. Work provides the basic components for normal life: including the use of time, the achievement of social standing with its rights and duties and many of our attitudes and values. Without work the individual can scarcely develop an adequate social identity and society is hard put to exercise the social control over its members necessary to achieve stability and continuity.

The development of vocational identities in modern societies is complex. When large numbers of workers were required to perform routine and repetitive tasks, self-image was of relatively little consequence to most employees.

But many sectors of modern industry call for human beings not to act as "machines",

Teaching work

The newest subject on the timetable may not create new jobs but it could enhance schools' effectiveness John Egglestone argues.



but to use their capacity to adapt, adjust and initiate. For such occupations an active vocational identity rather than a passive vocational role is preferable.

Schools have usually played only a small part in helping young people to achieve vocational identity. Though they identify talent through the examination systems, there has been little attempt to help young people to achieve their identities to accompany the examination qualifications. There has been even less success in helping those without examination qualifications to achieve such identities. This has led to many problems. Not only have many young people lacked on adequate identity for work and the other aspects of life that are linked to work. There has, for example, been little preparation for such activities as leadership in the workers' unions and membership of local government bodies - modern roles that play a central part in modern societies. As a result, there are often problems in identifying leaders with important consequences for the day-to-day running of our society.

Work experience may reinforce vocational and work skills in a specific occupation. It may also reduce the choice of the individual by inducing "premature specificity" and run counter to a broader careers education or counselling programme. And the increasing dominance of work experience programmes,

for human beings not to act as "machines", schools to take a more active role in the achievement of work identity. New planned work experience schemes in schools take many forms but have several common features. The first is to increase the possibility of employment and to ease the transition between school and work.

Others include the skills and values which are believed to be valuable components of vocational identity.

A third feature of school-based schemes is the range of adult participants. Unquestionably, teachers must play an important, if not central, part in their organization. Teachers who have previous experience in other jobs are likely to have a particularly valuable contribution to make (though much depends on their own perceptions of work). But as well as teachers it is important that adults working in industry, participate. It is even more important that these include people who are doing the sort of jobs to which pupils aspire.

Young people seem to enjoy work experience, but how can school-based work experience be evaluated? How can we tell if the visit to the factory is no more significant to the lives of the young than seeing the lions at the zoo? Attendance during work experience programmes often runs at a consistently higher level than for normal school.

But beyond this the evidence is ambiguous. Well planned work experience can result in a better chance of obtaining some jobs. But this may only be at the expense of those who do not participate in work experience schemes.

Work experience may reinforce vocational and work skills in a specific occupation. It may also reduce the choice of the individual by inducing "premature specificity" and run counter to a broader careers education or counselling programme. And the increasing dominance of work experience programmes,

could well lead to a decline in the acceptance of apparently "less relevant" aspects of education. Indeed, the very acceptability of work experience programmes may diminish the overall acceptability of the school. This could account for a good deal of the criticisms of the programmes made by some teachers in schools despite the finding in Sweden that when three days a week are devoted to work experience and two days to schooling the school achievement remains equal to that of five days schooling.

While some have criticized work experience schemes as fitting working-class children into working-class jobs, and as low status education for low status pupils, research in the United States suggests the success of these programmes lies in their ability to stimulate and motivate young people and so enhance schooling and its effectiveness.

There is a great deal of informal evaluation by the young people themselves. Some of it is unfavourable, though some displays an acute awareness of the benefits as well as the problems of work experience programmes.

Such imprecise evaluations, are the best guide we have to the achievements of work experience. In this area of education, more than in any other, it is the students' experience and appraisal of these programmes, and the opportunity and recognition they offer him, which will ultimately determine the size, nature and direction of future provision. In so doing they will largely determine whether work programmes in schools can diminish the need for expensive, time consuming post school programmes to teach work to those who do not readily find it.

An extract from the introduction to *Work Experience in Secondary Schools* edited by John Egglestone published recently by Routledge and Kegan Paul.

REVIEW



Class won't die, alas

Kenneth Minogue on a concept's fatal attractions

The Concept of Class. By Peter Calvert. Hutchinson £12.00 and £5.50.

Is class division the friend, or the enemy, of true community? In the long-running contest over the question, organic thinkers like Menenius Agrippa in *Coriolanus* argue that the classes of society complement each other like the organs of the body. Though the helly gets all the sustenance, it sends the digested food through the veins so that everything else receives a "natural competency". Karl Marx, in the other corner, argues that class and community are totally incompatible. It is a bracing and spirited argument just so long as no one asks too insistently what we mean by class, for obviously Menenius and Marx are talking of different entities. Peter Calvert asks precisely this question, and answers it by tracing the history of ideas of class all the way from the classical world to modern debates in both communist and non-communist states. He ends with the suggestion that the best thing for everybody would be if the concept of class just withered away.

It isn't likely. The class of people with a vested interest in class have moved into a state of self-sustaining growth. Given the ease with which "class" may be confused with rank, order, estate, status, franchise, faction, occupational category, and every other way of distinguishing human beings into groups, it is too marvellous a conceptual slave to be liberated from the oppressive constraints of its theoretical environment. As Peter Calvert points out, its modern popularity coincided with the triumphs of the process of classification in the natural sciences. He has travelled literature as various as Max Weber and Jilly Cooper, and it is Mrs Cooper, of course, who has put her finger on the nub of the matter: "Your own class tend to be people you feel comfortable with." Hard to build a sociology on that, however, because it reflects the popular view of class as a function of consumption. In the aspiration towards turning class into a theory of how society works, the concept had to be derived, if at all possible, from the productive process. Marx used the latter scheme for analysis, the former for indignation. None of this has much connexion with the beginnings of the word class to describe the contribution to be made to taxation and defence in the city states of the ancient world. But the words that were used in those days continue to haunt us. In the Serbian constitution in Rome, for example, the lowest of the six classes was called the proletariat because its only resources were *proles*, or offspring.

Calvert recognizes clearly that the concept of class is a function of a concept of the community itself. In the classical world, classes were different social functions to be integrated, and the master conception was that of balancing the potentially variable interests of the different classes. The modern statecraft of checks and balances is indebted to this conception. From the eighteenth century onwards, however, classes came to be seen increasingly in terms of division of labour, which was to create difficulties for those who were not visibly seen to labour. In utilitarian terms, society was an arena of very unequal patterns of consumption. It further seemed obvious to many social critics that the social contribution of work and economic taking of

reward were inversely correlated. The cooperative understanding of society in terms of station and duties gave way to its being conceived as an arena of conflict between people all seeking to consume more. In this zero-sum game, the idea of balance gave way to one of struggle. Class described competing ways of life exposed by groups locked in mortal combat. Classical writers had always recognized an element of conflict in the relation between different social groups, and regarded social harmony as an ideal likely to be realized only intermittently. In the modern theory, however, "class" stood for an entire way of life, with its own morality and future, struggling against a bad way of life and destined utterly to destroy what it opposed. Many elements of this Marxist schema have been under attack recently by revisionists, but the conception of society as a field of struggle between classes (however conceived) retains an unchallenged primacy in Marxist thought.

It might well be argued that both the balance and the struggle theorists of class are out of date. Class theory was most plausible when industry and agriculture were relatively stable. But in a world of rapid change, the connexion between class and production becomes much more fluid, and "class" is constituted largely by the deliberate cultivation of loyalties whose economic basis is forever crumbling. Our understanding of the realities of class, as of much else, is always out of date.

But the attractions of class are too great for it to retire. Conservative thinkers can use it as a building block in the social order they conceive themselves as creating, defending or sustaining; while Marxist theorists, for whom power, status, faction and party are marvelously scrambled with other notions of class, will continue to need the concept as the least taxing of all possible characters in the melodrama of the class struggle. In a loose way, rich and poor, powerful and powerless, may always be discerned in social life, but the attempt to derive these rough and serviceable constants from some smooth and highly articulated intellectual machinery purporting to describe the concealed essence which determines the appearances of social life is a visionary pursuit.

Calvert's treatment of these themes ranges widely over historical, etymological, and sociological considerations, and threatens to turn at times into a somewhat breathless intellectual history of Europe seen in terms of social stratification. But for the most part he keeps a firm grip on highly tractable material. His tone is cool, but towards the end he does recognize the homicidal aspects of the history of the concept in countries like Russia, China and Cambodia, where it was a fatal matter to be construed as a "class enemy". He ends by suggesting that, in the history of modern social differentiation, classism has caused no less misery than racism and sexism. "But old concepts never die, and we are lucky if they even fade away. The idea of class is indispensable to the demagogue, to the shaman, bar analyst of British decline, and above all to the social theorist searching for some more or less natural characteristic of human beings in terms of which everything they choose to say and do can be theorized. The modern world doesn't stop them from trying."

Good English is not enough

Robin Buss on the weaknesses of Penguin classical translations

Poems. By Wang Wei. Translated by G W Robinson. Penguin £2.25. 0 014 044296 0.
Four Comedies. By Goldoni. Translated by Frederick Davies. Penguin £2.95. 0 14 044204 9.
Fourteen Byzantine Rulers. By Michael Psellus. Translated by E R A Sewter. Penguin £3.50. 0 14 044169 7.
On War. By Clausewitz. Edited by Anatol Rapoport from the translation by J J Graham. Penguin £2.95. 0 14 044427 0.
Selected Fables. By La Fontaine. Translated by James Michie with an introduction by Geoffrey Gribble. Penguin £1.50. 0 14 044373 3.

Chinese poet, Venetian dramatist, Byzantine historian, German military theorist and French fabulist: these five reissues in the Penguin Classics illustrate the range and diversity of the series. It should be easy enough, then, to place the following quotations:

"I confess that my methods have been artful, but my artfulness has never departed from what is honourable and just".

"They say that your Excellency makes no distinction of friend or foe, that you do not sell offices, that all your activities are for all the people".

"It was my habit to give the emperors useful advice, so I tried to restrain him, pointing out that war had once again become an affair of the people, and that there were persons who, in a difference of opinion over their respective precedence and the boundaries of their dominion, decided to settle their quarrel by combat".

No? The first is Goldoni, the second Wang Wei, the third a composite of Psellus, Clausewitz and La Fontaine, the whole bunch, at the hands of their translators, lapsing into the same polished and faintly bureaucratic dialect of English, a pidgin as readily adapted (and as inappropriate) to eighteenth century China as to seventeenth century France.

Of course, this is not entirely fair. E R A Sewter's translation of Michael Psellus does find an echo of an individual voice and may be read with some of the delight which the translator tells us he experienced on first encountering the original. Anatol Rapoport has edited the revised edition of Graham's 1908 translation of Clausewitz with an introduction that examines its relevance to the nuclear age and makes (in its essential text) for students of the theory of international relations. But both these are prose works and the language of discursive prose, vintage 1908, which is the standard of literary translations, happens to suit them.

Nonetheless...

What is to be done? N G Chernyshevsky. Virago Press £3.95. 0 86068 336 2.

Nikolai Chernyshevsky was a leading Russian journalist in the mid-nineteenth century who became the main *forerunner* of the *Proletariat* ideology, for which he spent nearly half his life in prison and forced exile. After his arrest in 1862 he put his social and political ideas into a novel called *What is to be done? - from tales about new people*, which was published in 1863, became the best-known text of the revolutionary movement for half a century, and is still a well-known classic in Russia. It is not a literary masterpiece, but it is a fascinating account of socialist and feminist thought and activity from the inside, and it is still very readable.

Two English translations appeared in the United States in the 1890s, neither giving the whole of the original and neither reaching a very high standard, but there has been a new translation since then. Indeed Chernyshevsky has been generally neglected in the English-speaking world. In 1961 the old translation by Benjamin R Tucker, revised and abridged by Ludmilla B Tucker, appeared as a Virago paperback in the United States, with the original short preface by Tucker and a short new introduction by B H Carr. The new Virago paperback, though the pub-

lishers don't bother to say so - consists almost entirely of a reproduction of the Virago paperback, together with its preface and introduction. The only additions are another short preface by Cally Porter, and her translation of some of the passages omitted by the original translator of the previous revised edition. This diminishes about 25 pages to the novel, but as much material again is omitted at one or both of the two earlier stages and is still missing - not just occasional paragraphs and pages, but whole sections and the entire conclusion! The result is a strange way to treat an important and influential book - over nearly a century, three people have contributed to a translation which still fails to give a proper account of the book's composition, publication and text.

With its Modern Classics the Virago Press has achieved one of the few successes of current publishing, but its ventures into Russian literature have been disappointing, and this particular item is a sadly missed opportunity. Fortunately a translation is about to be published in the Progress Publishers Russian Classics series, so English-speaking readers will soon be able to read the whole of *What is to be done?*, but the best solution would be a Penguin Classics edition.

Nicholas Walter

ARTS

Persuasion

Advertising As Communication. By Gillian Dyer. Methuen £8.95. 0 416 74520 2.

Back in 1957 Vance Packard blew the gaff on advertising in his book *The Hidden Persuaders*, explaining how even then "motivational research" and deep psychological study were involved in persuading the American consumer to buy this new car, that dish-washer and not the other. With its feet firmly on this side of the Atlantic, Gillian Dyer's *Advertising as Communication* is an equally disconcerting survey of the field, taking in everything from the card in the newspaper's window to the sophisticated, high-pressure commercials on ITV. Each, she argues, is a piece of communication, a statement specifically designed to do a specific job - in advertisers' jargon "a battle on the sales front" against "forces of sales resistance".

Alerted at students of communications in sixth-forms and further education colleges, the book begins by tracing the rise of advertising as a function of the free market system. Ms Dyer looks lovingly back to eighteenth-century column ads for such preparations as Freake's Tincture of Bark ("peculiarly serviceable in curing Agues, Putrid Fevers, Nervous Complaints, and all others"), less affectionately at vulgar Victorian displays for chocolate and soap described by Thomas Carlyle as "all-defining blasts of puffery" (and rediscovered by trendy boutique owners in the sixties) before coming

to her main theme: an analysis of both the form and content of contemporary advertising.

Such terms as form and content occur frequently, for the book also equips the reader with an iconographic and semiological vocabulary for such a task. Chapter Five ("What Do Advertisements Mean?") uses an extended grammatical analogy to describe simple, compound, complex and sophisticated ads. Further chapters take each apart word by word, image by image, analysing subject, background, and message in specific detail. It's here that the semiology comes in. Ms Dyer takes actual campaigns, reproducing a colour magazine advert for Colman's mustard and stills sequences from television commercials for Renault cars and Krona margarine, and considers them minutely in terms of symbolism, "denotative" and "connotative" meaning. Where adverts are concerned, she suggests, the medium is an important part of the message, and that message an equally important part of contemporary culture.

McLuhan and Roland Barthes are reconciled; there are also references to Marcuse, Raymond Williams and a lot of recent British work. In addition, the book includes appendices of up-to-date statistical information relating to advertising expenditure, agencies and campaigns; useful ammunition for students attempting the challenging work projects which follow each chapter.

Hugh David

Delicious fable

Charlie and the Chocolate Factory. By Roald Dahl. Caricature Theatre. Oxford Playhouse

The Caricature Theatre's Christmas show, adapted by Jane Phillips from Roald Dahl's novel, was a sure-fire hit. The enormous popularity of the original ensured an audience; the inventive mixture of masked and unmasked actors, puppets, slides and shadow puppets ensured attention. The very young children packed along with every evidence of enjoyment. But one boy summed it up in the foyer on the way out: "Really, it wasn't very good."

Perhaps the main surprise about this version of Dahl's deliciously heartless fable was the adaptor's lack of nerve. Dahl gets away with the offensiveness of his tale because he writes with panache. He knows the appetites he is catering for. What is objectionable - and what children relish - in Dahl's cruelty is not that the villains get their come-uppance, but that those victimized are victims to start with. The fat boy, the TV addict, the spoilt and slutish girls: these are the

characters who in a Victorian morality tale would have been saved and reformed. In Dahl's story they are crushed and humiliated, with gleeful zeal. The Caricature show opened in his spirit, with large notices admonishing the audience to "Laugh" and "Clap" when greedy Augustus Gloop was reduced to tears, but then relaxed, griping, Roald Augustus, gum chewing Violet, cowboy crazy Mike and lisp-ing, petulant Veruca - played with verve by Diane Paris - seemed more interesting. And in some ways more attractive, than doleful clean-cut Charlie Bucket. They were dispatched perfunctorily to their fate, and one knew that in the end Willy Wonka would relent and bring them back as good as new for the curtain call.

Though the actors sang and danced energetically, their performance lacked the crispness and pace which could have translated Dahl's springy prose into an appropriately zesty pantomime. But the puppetry was excellent - witty and colourful - and enlivened what would otherwise have been a rather dull show.

Neil Phillip

Chicago nights

'In Pan All. Performed by The Children's Music Theatre. Written and directed by Jeremy Janus Taylor. Round House until January 8.

"OK you guys. If you know what's good for you you'll take the advice of Mr Carooni and hurry along to the Round House where you'll catch me and the rest of the Spotty Bow Tie Mob in killing form."

"There's this little guy, see, get mixed up in some dumb tale about 10 thieves, thinks he can outwit the Great Carooni. Well, he does actually, but let's not hold it against him. There's some swingin' tunes, some great music and a few really zany ideas. Like this birthday cake with a periscope inside and a fantastic set with a warehouse that's really a treasure cave. Well, that's a secret, actually, but I guess I can tell you."

"Oh yeah, and another tip: Look out for video cases and municipal dustcarts. They ain't always what they seem."

"Here's lookin' at you kid."

O Carooni (alias Heather Nell)

Production by Peter Whelan.



Barcelona, July 1936. Farewell to wife and child on the way to fight at the Aragon front

Remembering Spain

The Spanish Civil War. Granada Television. Programme 1 tonight, 8pm, Channel 4.

"Now the dictatorship has ended, the survivors can speak more clearly," narrator Frank Finlay tells us at the beginning of Granada's new television series *The Spanish Civil War*. The opening images of a bloodstained wall and a fly moving over a dead man's face are followed by film of the public celebrations at the declaration of the Second Spanish Republic in 1931 - a timely reminder of the television reports we saw recently of new election celebrations in the streets of Madrid.

Franco's death, which created that change of government, has also led to this reassessment of the civil war. Censorship was lifted on film archives that had been closed for 40 years. New witnesses came forward. Even if Franco's supporters were now more circumspect. Many of those interviewed have already been heard through interviews in Ronald Fraser's book *Blood of Spain* (Faber) and as advisers to the series, along with Hugh Thomas and Javier Tusell of Madrid University) but this is the first time they have appeared on camera.

Written by James Cameron and Neil Ascherson, directed by John Blake and David Hart, the six one-hour documentaries begin transmission on Channel 4 tonight. What the series offers is a change in perspective. By focusing so much attention on the International Brigade, the series tells us, we confused their own and those of the Spaniards. Britain read its own fears and concerns into the conflict, which it preferred to see as a battle between democracy and fascism. "There's this little guy, see, get mixed up in some dumb tale about 10 thieves, thinks he can outwit the Great Carooni. Well, he does actually, but let's not hold it against him. There's some swingin' tunes, some great music and a few really zany ideas. Like this birthday cake with a periscope inside and a fantastic set with a warehouse that's really a treasure cave. Well, that's a secret, actually, but I guess I can tell you."

Even with the aid of interviews, maps, some remarkable posters and

contemporary film, viewers unfamiliar with the war are likely to be left confused by the divisions between anarchists, communists and socialists and liberal republicans on the left, and Carlists, Monarchists and Falangists on the right. The programme-makers' neutrality, dedicatedly reviewing every side of every issue, sometimes offers fuzziness in place of a search for truth.

What the programme does give us is a real feeling for the mood of the time, the ideological climate in which sides were taken and decisions made. It is the voices of the survivors which stand out. One explains that most of the labourers in her area "had never seen the colour of cooked meat." A peasant standing in his field tells how his brother ran through the fields to bring him word that revolution had broken out. A landowner, framed against an imposing white house, repeats old justifications and grie-

ves: "The workers in an entity will always be selfish, they never consider the well-being of the country as a whole."

Some of the film from the archives turns us into hidden witnesses: through a camera set at an open window we watch a man being dragged across the fields to be shot. Moving as these grey images of convulsions, street battles and revolutionary fervour are, they seem irretrievably distant. Our most intimate connexion with the war comes through the survivors who like us are looking back. Ironically it has become difficult to tell the protagonists apart. The grey haired old lady in a silk dress and spectacles is a former anarchist leader; the quiet old nun in an armchair was a Fascist commander. The enemies of the thirties are now united by old age and memories, if by nothing else.

Mary Harron



The oppressed peasant workers were hoping for major reforms when the Republican Government came to power

BOOKS

Limitless possibilities, limited actualities

Microcomputers and Children in the Primary School. Edited by Roy Garland. Falmer Press. £10.25 and £5.50.

It is inevitable that any book written about microcomputers at the moment will be out of date before it is published. So although this collection of essays shows many signs of hasty compilation, the book went to press before the Department of Industry announced the details of their offer to primary schools. This particularly affects the opening essay in which Michael Thorne, a computer scientist, offers advice on the purchase of hardware. His well argued case for machines with disk drive has a hulk of a ring to it in the light of the DoI's unfortunate refusal to include a disk drive system in their offer.

Roy Garland's introduction is a brave attempt to give some semblance of unity to a disparate collection

that is uneven both in content and style. Too many of the contributions are written in the sententious manner common to head teachers. Ruthless editing would have cut out unnecessary duplications and resulted in a more readable book.

Michael Thorne finishes his essay with a plea. "Since the other possibilities of microcomputers in primary schools seem almost limitless, please, no more drill and practice programs." His plea is echoed by a number of other contributors and a few stimulating possibilities are outlined. Roy Garland and Bernard Lane have some interesting ideas on data processing and Barry Holmes describes some work on simulations. But many of the examples given by classroom practitioners are of the drill and practice type. The possibilities may be limitless. The actualities at the moment seem all too limited.

Since Pupert is so much quoted in this book it seems a pity that many of the contributors assume

that children should be taught to program in BASIC and that there are no examples of work done in schools using LOOO, particularly when the DoI have recently put 25 Turtles into schools for an experimental period. Beryl Maxwell's paper *A Term with a Turtle*, published by MEP Children's Reading, gives more insight into the possibilities of exciting computer work with primary children than any of these contributions.

During the next few years nearly every primary school in the country will be getting at least one computer. They will be used, abused and some may mildly become disused. If the possibilities that are hinted at in this book are to be realized it is essential that imaginative teachers should be given the time and facilities to work with experienced programmers to produce challenging software.

Christopher Schenk

Chemical starters

Chemistry for You. By W. E. Latchem. Hutchinson £2.95. 0 09 1445019

This is the first book in a two part series covering the CSE syllabus. There are, of course, many impressive CSE textbooks available, but few have given serious thought to the language level most having a reading age of 15 or over. This is fine for above average ability students, and for those of average ability at the end of their course, but would pose serious difficulty to less than average ability pupils, especially at the start of the course: the language would get in the way of the chemistry. Having a reading age of 11, the present book is ideal for such students. The style is lively, humorous at times, the presenta-

tion is good, the material is stimulating, so that the short sentences do not give an impression of monotony.

Topics covered in the first book include burning, acids and salts, metals and the activity series and moles (simply and clearly explained) leaving most of the more conceptually difficult topics (atomic structure, bonding, periodicity, organic, rates) to Book 2. Each section is divided into discrete units, usually a double page, sometimes just a single page, which deal with one topic; several related topics making up a section. There is liberal use of line drawings, photographs and cartoons making the material clear and interesting, especially for the less able. Details of practicals are fully given with extremely helpful diagrams, showing the steps in various techniques (folding filter paper for

example), and incorporating questions to encourage students to think about the practical work. Safety is emphasized; practicals which must be carried out by teachers only are clearly labelled.

The author has taken care to make the topics relevant and interesting. There are various stimulus sections on manufacturing processes, use of chemicals etc that will be fascinating to the pupils (and teachers!) Some questions are given at the end of the book, as is a most helpful glossary.

All teachers of CSE pupils should see this book. It is lively and straightforward, it clearly and simply explains the ideas and would be ideal for moderate ability CSE groups.

C and P M

Three traditions

Integrated Science. By C J Hearnson and C T McCarty. Bell and Hyman £3.95. 0 7135 1325 X. (Teacher's edition available £4.95)

Aspects of Science Chemistry topics: Metals and Alloys; H₂O; Chemicals in the Home; Fuels; Useful Gases. Physics topics: Using Electricity; Optics; Speed; Weather; Into Space. Biology topics: Food; Naming Things; How animals Move; Disease; The Senses. Addison Wesley. Pack of five £4.95.

Integrated Science is for third year pupils in secondary schools. The book covers all three traditional branches of science in such a way that a sound foundation is provided for examination courses in the fourth and fifth year. Pupils are assumed to have little formal background in science although certain basic laboratory skills and some basic concepts are expected: a course such as the Nuffield Combined Science course would be a more than adequate introduction.

At the end of the course pupils should be ready to follow either traditional or modern courses, Nuffield Science or SCISP for example. Although it is aimed for a wide ability range some quite demanding topics such as ticker timers and chemical cells are included, but they could be omitted at the teachers' discretion.

It is clear that the authors have been influenced by the philosophy and ideas of Nuffield and SCISP but the content has been considerably modified in the light of practical experience in schools. The written style is lighthearted and clear, the book is designed to appear attractive to pupils, the material is interesting and relevant. There is a very large number of drawings, diagrams and cartoons, which clarify concepts and make important points in a simple way. Each page or dou-

ble page covers a single lesson. No practical details are given, teachers being expected to give their own instructions. There is also some written lesson material, which could be used for homework or for a specialist staff covering for an absent colleague. Extra questions and extension material is given. Topics include cells, atoms, water, energy, force and motion. There is a genuine sense of integration, with a progression of ideas and skills. Few better textbooks are available on integrated science at this level, and the book has the great advantage of allowing considerable flexibility for the teacher.

Aspects of Science is a series of booklets which can be used as background readers for topics covered in the first two or three years of a secondary school. They cost about £1 for 16 pages, a little expensive perhaps, since although the cover is bright and glossy, the pages are all black and white. Fifteen booklets are available at present covering a wide range of topics.

A booklet deals with nine aspects of the topic, each having a double or sometimes single page. The content is stimulating and challenging. The written style is clear and lively, the pages are well laid out with liberal use of photographs and diagrams. Each aspect has some questions to test comprehension and understanding, and the last page of each booklet contains further questions and suggestions for project work.

It is a little too open ended perhaps for the students without further guidance from the teacher. The booklet *Useful Gases* covers such topics as anaesthetics, natural gas, refrigeration, gas balloons, nitrogen fixation. The other booklets choose similarly interesting material. This is a useful complement to integrated science courses, showing the relevance and importance of science in real life.

C and P Mason

Children's literature

Stop-go band

Half a Chance. By Tony Drake. Collins £5.50. 0 00 184301 X. Harold and Bella, Jammy and Mo. By Robert Leeson. Hamish Hamilton £4.95. 0 241 10722 9.

With Musical Youth riding high, there could not be a better time for a realistic novel about a school kids' band. And that is what Tony Drake has had a shot at in *Half a Chance*. The Level Heads are a nicely selected group: a black (ish) scamp on bass, a suburban stylist on lead, and the token girl (pleasantly) is the drummer, not the singer. We follow them through the ecstasies and frustrations of their journey towards their first real gig for real money.

Not so fine is the unsophisticated narrative stance, waverling about from one viewpoint to another, with liberal doses of a rather plodding authorial presence. Major characters have "liveliness" but little depth: minor characters are a series of misadventures. (With so many invent a bore?) And the bandies are a pure cardboard. The plot is stop-go: a guitar is stolen, the guitar is recovered. Um. Now... what? Ah, yes. Sean Dallimore and his gang cause trouble at the school disco. And so on. Details are worrying: what sort of bass player plays chords these days? And what sort of band are they trying to be exactly? Any new band has to espouse, or fine itself against, one of a variety of well-recognized styles: heavy metal, reggae, jazz-funk, Old Mod Revivalists, etc. Does Tony Drake skate over this to avoid the problem of

outing, or because he just doesn't know enough about it? And what has happened to the random violence, the quixotic idealism, the bitter internal conflicts, the cynical outbursts, the puns full of 14-year-old ekkos, the savage competition, the bizarre contradictions of the teenage music world? The Level Heads inhibit a cooler scene than the bands I know.

However, *Half a Chance* is a likeable and unpretentious novel which will give a good deal of pleasure, particularly to those a year or two too young to know what the business is really like. The Robert Leeson is not new, but newly emerging into the respectability of hardback, it is excellent. Set around about 1950, it is a series of stories about the dogs-of-a-junior school gag: each story centred on a different character. The stories are robust, funny, and touching; many of them with splendidly unexpected punchlines. The detail is superbly accurate: "Bella used to have her hair pinned back so tight it pulled her eye brows up." The first person narrative is simple and strong: "Harold was a show off. Whatever you knew, he knew better. Whatever you had, he had better. And he could always win the argument by thumping you, because he was bigger."

I think what we might have here is one of those rare, copper-bottomed wide-spreaders winners, to go on the schoolbook shelf with Bill Naughton's *The Cocklepotter's Revenge* and Michael Baldwin's *Crumb and With Swells*. Yes, buy the hardback. You might read the paperback to shreds.

Andrew Davies

SCIENCE BOOKS

Begin with atoms

Pat Mason on A level chemistry

Modern Physical Chemistry. By G F Liprot, J J Thompson and G R Walker. Bell and Hyman £6.95 0 7134 2331 3. Principles of Physical Chemistry. By P W Atkins and M J Clugson. Pitman £4.95 0 273 01774 8. Problem Solving in Chemistry. By M Selvaratnam and M J Frazer. Heinemann £4.95 0 435 65247 5. Calculations for A level Chemistry. By E N Ramsden. Stanley Thomas £3.85 0 8590 309 7. Questions and Solutions for A level Chemistry. By Peter Brown. Questions 0 7131 0578 X. Solutions 0 7131 0579 8. Edward Arnold £2.50 each. Worked Examples in Essential Organic Chemistry. By A P Ryles, K Smith and R S Ward. John Wiley £11.00 0 471 27972 2. £4.50 0 471 27975 7.

Although there are many recommended A level texts, there has been a dearth of physical chemistry books which are clearly geared to the needs of the more modern syllabuses. Publishers must be aware of this, for these books are clearly aimed to fill gaps in the market.

Modern Physical Chemistry is a long-awaited volume completing coverage of the A level syllabus. The format, print style, impressive layout and excellent diagrams, in blue and black, and quality of questions, are as for its companion volumes (Liprot, Norman and Waddington), and give the book a consistent style with a most pleasing uncluttered appearance. There is an introductory chapter on the nature and importance of physical chemistry, followed by four major sections: structure (200 pages), energetics (40 pages) equilibrium

(170 pages) and kinetics (30 pages). The approach is modern, emphasizing concepts, but being very full factually, and deals with most "new" topics: spectroscopy, molar heat capacity, quantum theory, for example, going a little beyond what is required at A level, and omits only a few topics, like colloids, which are rarely included in exam syllabuses at present. Practical details are not included, but various crucial experiments and their methods of calculation are fully described in their modern form, relative molecular mass being determined by a syringe method, Dumas/Victor Meyer not being mentioned. Explanation is very clear, rather full perhaps, but readable and with emphasis on relevance and use. My major criticism is the substantial overlap with Liprot's *Inorganic Chemistry*. Certainly it is worthy to take its place alongside the others in the series as being outstanding texts in their field. If the other volumes appealed to you, then this one most certainly will.

Whereas Liprot et al offer an outstanding text on traditional lines, Atkins and Clugson represents a new approach. It has developed from Dr Atkins' University text, but is in no way a watering down, rather a careful logical reworking of ideas to satisfy the needs of present modern courses and those of recent years. It avoids the historical approach, treating topics from a present state of knowledge. There is a very strong sense of unity, interrelationships between topics are clearly revealed, the general principles and concepts are used repeatedly, with little emphasis on maths, so that non-mathematical students do not become discouraged. Chapters

fall into short largely independent sequences. Atoms are the starting points, their properties are investigated, periodicity, bonding, collections of particles (gas, liquid, solid) and then transitions between them, and so on. Each chapter presents an introductory summary, the concepts are presented, ideas developed with a very large number of clear imaginative diagrams. Boxes are included showing examples of calculation and the historical and social aspects of chemistry, so that the relevance of the topic is perceived, but clearly these boxes could be omitted while reading. Finally each chapter has a summary, a list of about 15 two or three line statements, ideal for revision. There is an excellent range of questions, about 18 per chapter, drawn from recent A level papers. The written style is pleasant, and "inviting", clear and lucid, although some of the pages appear rather overfull. In all ways this is a most impressive book, less detailed than Liprot, but with a greater sense of unity and emphasis on principle.

Books on chemistry calculations have fallen out of fashion in recent years, perhaps because the new syllabuses are less mathematical. However, the following deal with modern calculations, as found in recent exam papers, each tackling them from different points of view.

Problem Solving in Chemistry is aimed at both A level and first year university students, to help solve calculations, as opposed to other types of problems, by the use of a standard approach. The first chapter deals with the philosophy, explaining the five steps applicable to any calculation: clarification and defini-

tion of the problem, selection of the key equation, collection of data, checking units and calculation, and a review/check/learn. The second chapter simply explains the basic mathematics necessary at this level. The further ten chapters deal with different topics, applying the standard method to a wide range of calculation. Additional exercises are given. The appendix gives "26 key equations (some above A level) sufficient to solve all problems at this level". Students may well find the system (and the book) invaluable, and it will undoubtedly stimulate teachers to improve their teaching in the difficult area of calculations.

Calculations in A Level Chemistry covers similar ground, and is perhaps more wide ranging, but gives little emphasis to process, rather dealing in detail with virtually all the types of problems encountered at this level. After a brief and slightly formal introductory chapter on maths (including graphs, use of calculators, and estimation) chapters cover all the key areas of chemistry, from entropy to cryosecure, from mass spectroscopy to Henry's Law. Over 50 types of calculation are distinguished, described, followed by a series of graded exercises. Sections are included of recent A level questions from a wide range of boards. Teachers will find it a storehouse of information; students will find it gives them mastery over all types of calculation.

Most books of structured questions at A level contain stimulus questions, using novel situations or unusual chemicals and asking questions on them. Peter Brown has

adopted a different approach producing questions which match very closely those asked in public examinations. The author has attempted, on the whole successfully, to test acquisition of principles, although many questions test recall, and a few test higher skills. The 130 sets of questions cover the whole range of most syllabuses. Questions are of different length; to aim for uniformity would have been inappropriate. They are ideal for measuring achievement for pupils (and teachers) as well as for reinforcement or discussion. The solution book gives full answers and mark schemes, a few of which are questionable, but offer a reliable guide. They should prove very useful, as class sets for homework and tests, and for individual students working with both volumes who should gain considerable understanding of chemistry and expertise at answering this popular style of exam question.

Worked Examples in Essential Organic Chemistry is a collection of problems and solutions produced as a companion to *Essential Organic Chemistry for Students of Life Science*, a first year university text. Many of the topics are outside the A level syllabus and questions test greater depth than in appropriate at that level. The questions are designed to reinforce basic principles and allow self assessment. Answers will full explanation are given for each section. Some sections would be valuable to A level students and it would undoubtedly be useful for teachers, but its aim to assist HE students who work conscientiously through the book gaining considerable expertise and understanding, and in that it succeeds admirably.

Physics updated

Physics. By T Duncan. Murray £5.50. 0 7195 3889 0. Study Topics in Physics: Revision and Workbook. By W Bolton. Butterworth £3.95. 0 408 10829 0.

In any overhaul of A level textbooks on physics, it might be anticipated that sections on electronics would show the greatest changes. So it is with Mr Duncan's work which neatly incorporates the texts of two earlier books which have proved highly acceptable in schools.

The two books, *Advanced Physics: Materials and Mechanics* and *Advanced Physics: Fields, Waves and Optics*, first appeared some nine and seven years ago. The present reviewer felt that the author had been "successful in formulating a new treatment of A level work, taking into account the new syllabuses and trends" and commended the presentation of numerical data with significant figures and degrees of accuracy being properly used. Its lucid text and effective illustrations made the whole appear to be fully sufficient for its purpose. All this could stand, without amendment, in respect of the present volume. Just a little elaboration is perhaps desirable. A bare decade ago, the computer was not so dominant as now in technology, business or education, and chips with everything was merely a new catch phrase.

Expansion of such sections as those on logic gates or the properties of diodes is therefore predictable. Indeed, the new versions of these pages represent a distinct advance, not only in content. A further benefit is a re-setting of the text in a two-volume format to produce a pleasing lay-out. Clear printing and an attractive page are features also of Mr Bolton's work book and revision guide. Notes on the major constituents of A level physics courses are supplemented by worked examples and an abundant selection of examination questions with hints and answers.

The workbook can be used in conjunction with the Study Topics in Physics series (the sections are arranged in a corresponding sequence) or independently, either in class or for individual revision.

F. W. Kellaway

Chemical exercises

Understanding Essential Chemistry. Comprehension exercises for O Level. By D Southam. Collins £1.25. 00 327753 4.

This book seems designed to develop in students a broader understanding of some aspects of an O level chemistry course. It contains 40 "comprehension exercises", each of which consist of a passage of about half a page, followed by up to 11 questions. Most passages are accompanied by good quality photographs or drawings. About 10 of the passages are on "everyday" aspects: pollution, paper making etc, with 10 more on "further chemistry", either going into more detail on O level topics like reactivity series, or forging a link between O and A level work, for example, ionization

energies. Some other passages deal with analytical techniques, the heavy chemical industry and biochemical aspects, for example drugs, insecticides.

The passages make interesting reading, although some of the language used would tax the weaker students. The questions are clear and concise, and usually require answers of one or two sentences. The questions often probe knowledge of underlying principles, not directly discussed in the text but necessary for a full understanding of it, and the intention seems to be to encourage students to apply their knowledge. "Good" O level, and perhaps first year A level students, would benefit from these exercises; weaker students may find them very difficult.

Lynne Marjoram

Reading About Science

Editor: STEUART KELLINGTON

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Paperbacks Classic selection

There are plenty of desirable reprints in paperback at the moment, especially in the Oxford University Press 'World Classics' series. Aksakov's *A Russian Gentleman* (£2.50) is an unfamiliar gem of provincial life, masterfully translated by J. D. Duff and with a model introduction by Edward Crankshaw. Evergreen, *Evelina*, by Fanny Burney (also £2.50) has a biographical introduction and ample notes (some of which suggest that modern readers are not dictionary-conscious). Disraeli's *Coningsby* (£2.95), a well-chosen Lawrence on the cover) is in a smaller type than the old Signet paperback but is generously annotated. Mr. Spence's *Sporting Tour* by Surtees (also £2.95) has all the Leech illustrations and the introduction by Joyce Cary. (Secondhand bookshops yield copies more disreputable but with some coloured illustrations.)

Kinglake's *Eothen* (Century, £3.95) was a set book 30 years ago; today people's don't seem to have heard of it. It is a pity, therefore to print this carefully concocted travel book about the Eastern Mediterranean, published in the 1840s, with no textual notes and no biographical details—not even the author's dates for a list of his other writings. Jonathan Raban introduces it persuasively. Elderly alumni of Durham University adore the *Adventures of Mr. Verdant Green* by 'Cuthbert Bede' (Oxford University Press, £3.95), because the author, the 'Castle' man, the 'Rev. Edward Bradley', is in fact about Victorian-



Nancy Mitford's curious book *The Unicorn* (Fenguin £5.95) takes the reader through many centuries of this mythical beast's existence. At different times a symbol of purity, beauty, sexuality and magical strength, it is in the seventeenth century engraving shown meeting the stag. For the alchemists, the unicorn represented spirit, while the stag represented soul.

Oxford and the relentless, sub-Dickensian tone of high satire is a bit hard to take for 360 pages. Antony Powell introduces it. R. W. Ketton-Cramer's *Felbrig* (Putnam Publications, Heritage series, £2.25) dates only from 1962 and is well known to stately home addicts. It is a loving history of a Norfolk house, and its owners (not, alas, illustrated, but get the National Trust guide). Field and Hedgerow (Oxford University Press, £2.95) contains the last essays of Richard Jefferies, originally published in 1899. This type of natural history journal is perennially popular, and though one thinks of him as a 'Willshire man', he is very good on the

Bernadette Pollitt

SCIENCE BOOKS

Up in the clouds

Discovering the Weather
Longman £6.95, 582 39103 2

This latest addition to the "Discovering" series has an intriguing history, which explains why it is the only book in the series which does not display an author's name on the jacket. Some time ago, the publishers Trewin Copplestone, who put the series together, approached me to write this very book, but for various reasons I was unable to help, and recommended to them Peter Wright, formerly a member of the Climatic Research Unit at the University of East Anglia. After his text was written, Trewin Copplestone went through the trauma of giving him and being absorbed into a larger organization, partly as a result of which the author's text was sent to another writer and re-written in a completely different form. Peter Wright was sufficiently displeased by the result to insist that his name be removed from the book, and he is

credited now simply as "the main contributor". Any prospective purchaser should take note of this cautionary tale, for a book disowned by the original author is unlikely to be more than a flawed diamond, at best. But in my view *Discovering Weather* is, in spite of its difficult birth, a worthy addition to the existing titles (on astronomy, botany, archaeology, the sea, energy and computers) in the series. The transatlantic style jars in places, and I am always annoyed by the use of the term "last thousand years" to describe the past millennium. There is no evidence yet that climatic history will end tomorrow!

Discovering Weather is less authoritative than its predecessors, more expensive, but produced to the same high standard of appearance and likely to prove, in spite of Peter Wright's misgivings, valuable and informative for the intended audience of 11 to 14-year-olds.

John Gribbin

Under the sea

Marine Geology. By James P. Kennett.
Prentice-Hall £26.30, 0 13 556936 2.

It has been said that the science of oceanography is expanding so fast that half the words printed about it are out of date before the ink is dry. Certainly the last quarter of a century, since about the International Geophysical Year 1957, has seen a new look at "classical" geology and, one might say, the birth of marine geology. This splendid synthesis is

therefore an essential book for anyone interested in the subject. There is no facet of this young science not covered or referred to; 36 pages of references speak for themselves. The scientifically informed layman should not be put off by the fact that it is primarily intended for undergraduates or graduate level; counterintuitively free from jargon, it is fascinating reading. An indispensable addition to any scientific library.

R C Vernon

New Edition

Foundation Chemistry

Bob McDuell

Originally written as a text for students of a Nuffield-type CSE course, *Foundation Chemistry* has become extremely popular with both traditional and modern O-level classes, and a new edition has been produced to match the needs of such courses more closely. The scope of the contents has been extended to make the book even more appropriate for both O-level and non-Nuffield courses. The text has been thoroughly up-dated and includes an enlarged section on atomic structure and new sections on metals and sulphur.

The aims and structure of this second edition are closely related to those of the first. *Foundation Chemistry* is aimed at students who find the subject difficult. The text has been kept to a minimum and tables and illustrations are used effectively. Each chapter ends with useful sets of questions from recent O-level and CSE examinations.

The author is confident that this up-dated version of *Foundation Chemistry* will match the requirements of a Chemistry course at 16+ in the 1980s.

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Objective Tests in O level Chemistry. By Derek Stebbins.
Heinemann £2.50, 435 64944 6
Objective Test Questions in O Level Chemistry. By Robin Whittle.
Stanley Thomas £1.95, 859 30 341 0
Worked Examples and Problems in Ordinary Level Chemistry. By A. Halderson and J. Lambert (third edition).
Heinemann £1.00, 435 64428 9

Derek Stebbins' book contains 16 tests, 14 on specific topics closely related to those in the Nuffield publications, for example, "Moles" and "Electrochemistry", and two tests which cover "All Topics". All but the last test contain 30 questions. An unusual feature is that all the questions are taken from past multiple choice papers of the Nuffield and London O level chemistry examinations. Most of the tests contain five types of multiple-choice questions: taken from past multiple choice papers of the Nuffield and London O level chemistry examinations. Most of the tests contain five types of multiple-choice questions: taken from past multiple choice papers of the Nuffield and London O level chemistry examinations.

The book also contains paragraph-long discussions of the answers to each question, with an outline of underlying principles and

Testing, testing

clear and concise explanations of why a particular key is the correct answer. Further thought-provoking questions and ideas for experiments are sometimes included in these discussions, so there is more help and guidance over difficulties than is usually found in question books. The layout of the text is good, if rather cramped at times. This is an extremely valuable addition to the range of available O level chemistry books.

Unfortunately, the same cannot be said of Robin Whittle's book. This contains 22 tests, 17 on specific topics, each having 25 questions, and five "Revision" tests of 40 questions each. Of the topic tests, seven are on basic principles, two on calculations, six on inorganic chemistry, and two on organic chemistry. There are three types of question in each test: multiple-choice, multiple completion (with three possible answers) and assertion-reason. A novel idea is to have the instructions for answering on a separate card, which shortens each test, but may cause problems if some cards are lost. The answers are available separately in a free booklet from the publishers.

The vocabulary used is often more complex than necessary—substances are "introduced into a Bunsen flame", the sentence structure is sometimes—rather unwieldy and some of the provided responses are rather long for this type of question. Many of the questions seem to be very difficult for students at this level.

The author claims that the tests may be used for "diagnosing points of weakness" but there is no specific information about exactly what "points" are being tested in a question, and so any diagnosis is entirely the responsibility of the teacher.

Lynne Marjoram

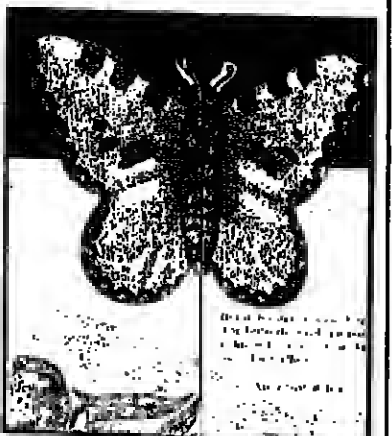
Beginning biology

A First Biology Course. By P. T. Bunyan.
Stanley Thomas £2.25, 0 85950 339 9
Class Experiments in Biology. By D. C. Mackean, C. J. Worsley and P. C. Worsley.
John Murray. Pupil's Book £1.50, 0 7195 3852 1, Teacher's Book £3.25, 0 7195 3853 X

Bunyan's work is a primer which assumes no previous study of the subject. Therefore, unnecessary terminology is avoided, but simple explanations of obligatory scientific words are provided. Because the book is intended as an introduction to be read by the pupils, the information presented is limited, though in toto it provides some breadth of knowledge. Sexual processes in plants and animals are covered by two chapters and a short clear account of human reproduction, including copulation, is given. This is not a pick and mix book. Its chapters should be absorbed sequentially and many simple experiments, questions, crosswords and other puzzles to hold the interest of the 11 to 14 age group. To sum up, a manageable amount of information is presented clearly and logically with good diagrams.

Class Experiments is a potential work saver for teachers. Most will agree that the filing cabinet in all biology prep rooms should contain a good collection of proven class experiments. If yours doesn't, here is a start. If it does, to purchase may still be worth while.

The books contain 40 of the simplest, well tried, controlled experiments from Mackean's *Experimental Work in Biology* series. This collection is intended to cover various areas of CSE and O level Biology syllabuses, but no general instructions for the use of equipment or



Butterflies and Frogs are the first in Heinemann's Natural Pop-Ups series (£2.95 each) an attractive way to absorb natural history. A good deal of information has been included, some of it in a panel at the back of the book in a different type face so that children can choose when to go on from enjoying the pop-ups to learning in detail.

the performance of field work are provided. In the pupil's text, each experiment has a title, a list of apparatus required, directions and a work sheet summary. The teacher's book is essential. In addition to the information given in the pupil's version, it contains brief outlines of the experiments, details of any prior knowledge required to do them and notes on the advance preparation of the materials. The full worksheets and answers are included in the teacher's book only and the publishers have granted a copyright concession so that "Individual teachers may make multiple copies of the worksheets only, and for use only in their own school or institution, without prior permission from the publishers."

Peter J Baron

Old friends

Biology, A functional Approach. (Third edition) By M. B. V. Roberts.
Nelson £9.50, 0 17 448015 6
Biology: A Modern Introduction. (Second edition) By B. S. Beckett.
Oxford £3.75, 0 19 914088 X

If the evidence for popularity lies in repeated and further editions, these two books are shipping off well.

Though Robert's *Advanced level* text was revised in 1975, progress in the 11 years which have passed since the first edition has obliged him to make changes in the subject areas covered. Thus, he has now found it necessary to include, alongside Danielli and Davison's classic, a description of the fluid-mosaic of the cell membrane. Also, there are short new sections on allosteric enzymes and genetic engineering. The terminology relating to genetics has been improved and the sections on active transport and membrane carriers have been updated. In line with other modern work, there is also new material on C4 plants, food chains and plant hormones.

Beckett's book is intended for Ordinary level candidates and is therefore less complex. Even so, it has been necessary to alter the text to embrace the recent changes in the scientific point of view and syllabus contents. While the original integrated approach is maintained, chapter 7 has been altered to include new material on osmosis, water and mineral transport in plants. In the chapter on evolution there is a new section dealing with scientific criticism of Darwin's ideas, the possibility of evolutionary "jumps" and current views on the plausibility of Lamarckism. In this new edition the illustrations have been improved by the inclusion of new photographs and drawings. After this, it is regrettable to note that readers of this *Biology* will still learn from it that typeworms have "a thick enzyme-resistant cuticle".

PJB

Unravelling racism

by Gillian Klein

Race Relations Teaching Pack. Compiled by David Ruddell and Mal Phillips-Bell.
From AFFOR. (All Faiths For One Race) 173, Loxells Road, Birmingham B19 1RN. £4.99 + £1 p&p.
Recognising Racism: a filmstrip/slide and cassette presentation for racism awareness training.
Produced by Michael Simpson.
City of Birmingham Education Dept. 1982.

From The Multicultural Support Service, The Bordesley Centre, Camp Hill, Stratford Road, Birmingham B11 1AR. Slides £8.95 or filmstrip £6.75 (inc. p&p).

The *Race Relations Teaching Pack* was originally devised for Fourth and Fifth year mixed ability students doing a core Social Education course at a Birmingham school. The 12 lessons were constantly tested and modified; the material was designed also to enable staff "who would not normally be able to teach about race relations to cope".

Recognising Racism is on rather safer ground. As a tool for INSET for teachers, it can certainly be recommended. The unravelling and exposing of racism, especially the less obvious kinds—institutional and unintentional racism—is done in a skilled, sensitive and sophisticated way, using the medium of the individual frame to build steadily and illustrate clearly each argument. David Ruddell acknowledges his debt to Patricia Bidol and her filmstrip *From Racism to Pluralism*. Though it may have been better if he had not related her ice-cream analogy, he illustrates prejudice in terms of a lad who likes chips, but not green vegetables "even though he refuses to try them".

But the overall approach is sound, and the clarity of text complemented by a clarity of text and sharp definition of the well-chosen visual images. Extracts in the accompanying booklet from relevant resources, will further extend teachers' knowledge and understanding. The implications for the classroom (e.g. the excellent diagram of teacher expectations and their effect on black pupils) and the suggested approaches—away from "helping" and towards "sharing"—are clear.

* BIDOL, P. From Racism to Pluralism (Filmstrip). Council for Interracial Books for Children, 1841 Broadway, New York, NY 10023, U.S.

which, our moderately able pupils could, as homework, prepare an essay on "Should all immigration to Britain be stopped immediately?"

By Lesson 10, United We Stand, the aim is to give teachers a framework in which "popular prejudices, however racist and unpleasant" can be "brought to the surface and aired". By the last lesson (no. 12), we should be able to "elicit from the pupils a commitment to anti-racism and develop in them the knowledge and ability to act against racism". Teachers who doubt whether this steady progression can be guaranteed by even this careful programme, may still find the lessons, the reading suggestions and even the slight teachers' notes helpful, and may want to adapt the material for an in-depth approach. If so, they might start with the excellent short story by Farukh Dkhondy that is included, called "Kiss me, Carol". And read for themselves Lawrence Stenhouse's last book: *Teaching about Race Relations* (Routledge).

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RESOURCES

Roads to Auschwitz

Paul Flather on an exhibition and pack

Holocaust 1. An offering of the whole of which is burnt 2. complete destruction of people or animals by fire 3. great or widespread destruction.

Nothing ever seen on this planet—at least within recorded history—can match the horror of the Holocaust perpetrated by the Nazis. It is sometimes easy to underestimate the extent of the Holocaust—six million Jews murdered simply because they were Jews and did not fit in the Thousand Year Reich.

It happened just 40 years ago, in a "civilized" Western nation, a country whose culture shared many of the same roots as ours. And it happened in front of our very eyes. British authorities preferred to wear an eye patch than admit the truth of the concentration camps. *Radio News* reports for example were heavily censored.

There can hardly be more important questions this century. The trouble is that these questions, which devastated two generations, now seem a little remote. Remote-ness has even created a new industry of fiction, re-writing history; for example the "historian" David Irving purported to show that Hitler never knew about the death camps. In the face of apathy and worse it is the concern of every generation to inform the next, lest anyone forgets. Parents and above all teachers can bring home the horror of the Holocaust.

To help next month a major exhibition of the Holocaust opens in the East End, London. It will record the build-up to Hitler's Final Solution, and using mementoes and drawings of prisoners, the story of Auschwitz in particular.

The exhibition will show that the Holocaust was an event unique in size and savagery—a crime of genocide (a word invented to describe the full horror), an attempt to liquidate European Jewry, its culture and traditions.

Why teach it? An extremely useful teachers' pack of materials to accompany the exhibition gives some reasons. It is a record of amazing courage, of a people fighting and surviving against great odds. It shows the vital need for active links between races and creeds. Finally, it shows the need to understand the causes, and to fight similar

experiences in the medium, and it seemed initially odd that the former should need the prompting of the latter in a *Pearl Distorted*. The combination works, possibly because much of it sounds unscripted. Oliver does not try to give an overview, so much as pursue two aspects of the baroque (relentlessly, indeed) through various manifestations and locations. Hagwood supplies the answers, via well-known examples from Monteverdi, Purcell, Palestrina, J.S. Bach and Handel, and some less familiar from Vivaldi, Couperin, Corelli and Scarlatti. A concentration on opera again features prominently at the expense (but not exclusion) of the keyboard, and we hear little about counterpoint, fugue, improvisation or primo and secondo practices.

Alan Hacker, in *Sonata and the Creative Ideal*, appears not to have got to grips with the medium, either in terms of presentation or content. Ill-chosen examples (and some appallingly edited excerpts) do little to amplify what should be important points about the era. We have cur keyboards, at last, though the 18th Century travelling square piano used—does very little for Mozart and even less for the cause of untidiness. Hacker's problem centres on the need to examine form rather than style. He would have saved us one or two perhaps, concentrating on one or two works, rather than the thirteen listed.

Expression and Extravagance might refer to the delivery of the

presenters as much as the historical period. Del Mar and Amis seem to make no attempt at hiding the joints between script and extemporization, and the result might sound more at home on a Desert Island Discs programme. Chatteriness is one thing, however, but blatant expression of personal preferences does not encourage the listener to take the exercise very seriously. The musical examples are all well known, and seem to have been chosen prior to the lecture content, which consequently becomes little more than a continuity exercise.

In some ways, Wilfred Mellers in *Revolution and Revolution* was the easiest task—only 40 years or so to cover, and in a fairly restricted geographical area (if we exclude the Americas for the moment). Nevertheless the presentation has a lucid and sense of momentum not always achieved in the others.

Schoenberg, Webern, Debussy, Satie, Stravinsky and, a favourite of Mellers', Delius, feature on one side, while the other ranges wider, to include Bartok, Janacek, Poulenc, Britten, Shostakovich, Varèse, Ellington and Gershwin—the latter no more than a token gesture towards jazz, but a welcome one at that. It is a pity that the sleeve notes, short as they are, get rather muddled. What happened to the Ives piano sonata mentioned for instance? This is but a minor example of a more general problem with the series: lack of strong editorial guidance.



poisonous philosophies.

The pack contains some 70 sheets many with illustrations, an extensive bibliography. In fact sheets on a range of topics including the rise of the Nazis, the roots of anti-Semitism through history, how the Nazis legitimized racism, the scapegoat, stereotypes, Nazis and young people, Auschwitz, the silence of the church, and the new Nazis, and also 13 extracts of poems and plays, including pieces by Edward Bond and Brecht, a report on immigrants in Britain today under the title "They sell cheaper and they live very old", and an eye-witness account of the battle of Cable Street.

Muriel is not widely known. Did you know, for example, that the Nazis envisaged removing 85 per cent of Poles to Latin America or Western Siberia to make more space for the master race; that nearly 200,000 blue-eyed fair-haired Polish children were kidnapped to German foster parents to help breed the master race; or that Hitler said women were not to go to university?

The pack also contains questions for further discussion. For example: have you ever had a scapegoat in your class in school? Or, more conventionally, list as many groups as you can who have been made scapegoats. Or, how do you feel about mixed marriages? Or, do you feel all women should have children? Or, have you ever persecuted others? Or, if bad laws are made, should people resist them?

Naturally the pack skates over some aspects. But it is set in simple language, and thanks to generous sponsorship, excellent value, available for just £1 plus postage, with Martin Gilbert's book of maps and photographs on the Holocaust in

cluded. The exhibition will include items never before seen in Britain. It should be a major event, and a useful opportunity to teach a difficult subject. Two preview days for teachers have been arranged.

The labelling of the Israeli as the "new" fascists shows just how important it is to keep the Holocaust in perspective. Indeed how can anyone understand the creation of modern Israel and the Middle East problem without knowing the real extent of the Holocaust. But perhaps the final word should come from an Edward Bond poem in the teachers' pack:

"If Auschwitz had been in Hampshire
There would have been Englishmen to guard it
To administer records
Work the gas ovens
And keep silent
The smoke would have travelled over these green hills."

DETAILS: *Auschwitz Exhibition* February 24 to March 31 at St George's in the East Church, Cannon Street Road, London E1. 10-6 pm weekdays (until 9pm Wednesdays), 12-3.4-6 pm Sundays. Teachers' preview February 17/18. Morning mainly reserved for school bookings; suggested maximum 30, must with guides last about one hour, also video while waiting, and rooms available for short use after tour. By arrangement only. Guides will include survivors from camps, some local East Enders, and the curator and two guides from the Auschwitz Museum, who are also available for talks and visits.

Auschwitz - Yesterday's Racism - pack of teachers' materials, price £1 plus 95p post and package. All from London Auschwitz Education Committee, PO Box 248, London E1 5BN. telephone 01-481 8251.



From "Wildlife in Towns" a pack from the Royal Society for Nature Conservation, the Nature Conservancy Council and the Council for Environmental Conservation. It includes a teacher's guide, a full colour poster and a broadsheet. The teachers guide suggests approaches to the study of urban wildlife. It costs £1.75 including postage. The broadsheet shows a number of urban habitats and includes an informative text. It costs £1.25 plus postage. The broadsheet which is free with a large SAIL from the CEC (Zoological Gardens, Regents Park, London NW1) takes a light-hearted look at the ways in which animals and plants have infiltrated man's defences. The three items together cost £2.95 including postage from the RSCN (The Green, Nettleham, Lincoln LN21).

MEDIA

Wordy response

Brian Hill on language series

The only completely new series on the language teaching scene this term is *Hallo! Wie geht's?* (Thursdays 10.30, VHF 4). It is designed as a follow-on to the beginners' series *Hör Dodi Mal Zu* and will probably be of most use in the second year of German. Like its predecessor, a distinctive feature is the strict limiting of the vocabulary, as a specific answer to the often repeated criticism that radio programmes are too difficult for their target audiences.

In this case the number of words used is set at 1200, all either occurring in the most common courses (and hours of painstaking work went into establishing which) or based on words which Goethe Institute research defines as crucial for basic communicative language. A list of these words in alphabetical order is available from the Language Centre, Brighton Polytechnic, Filmer, Brighton, price £1.00, including postage.

A further feature is that the programmes have been given a modular format, which means they can be used for different purposes and makes them particularly appropriate for mixed-ability teaching. Some sections encourage listening skills, others can be adapted for stimulating spoken responses and for practising functional vocabulary. A transcript of the programmes with ideas on how to exploit them is available from the same source as the wordlist, price £1.05.

Teachers are increasingly interested in using authentic material - declined here as 'real' German, and each programme includes such material. One advantage is the freshness and the variety of voices, though this brings with it inevitable problems of pace of delivery, background noise and difficulty of language (some words outside the specified 1200 creep into the authentic section).

The inclusion of authentic material at such a low level is something of a gamble, and its success will depend largely on how teachers use it. Open comprehension exercises with multiple choice questions and true/false statements will be more appropriate than the practice of note or oral skills. Programme one sets the trend with a Münchener talking about his town and the following programmes feature Kiel, Hamburg (Yes, he does say 'ich bin ein Hamburger'), Braunschweig, Cologne, Frankfurt, Mainz, Nürnberg and Baden-Baden. The idea is to give a brief word portrait of some of Germany's major cities, as seen through the eyes of their own inhabitants.

Scripted material

In the main body of the programmes most of the material is scripted and dramatized, though producer Al Wolff has gone to considerable lengths to see that the topics are not trivial soap operas. Thus, pedestrian precincts, post-offices, identity cards are to the fore in programme 1, 'In der Stadt', and similar down-to-earth words occur all over the place in subsequent programmes, with titles such as 'Zu Mittag', 'Abends' or 'Wenn ich ein Weibchen'.

During the spring term there are new programmes within the familiar series *Voir de France* (Mondays 11.20 VHF 4). The term starts with 'La Femme en France' based on actual recordings in which a variety of women explain something about their life styles, presented in a palatable magazine format. It includes an evenglazing interview on the joys of natural childbirth, 'L'Affaire Fanfreluche' is a spoof spy story complete with drama and anagrams and this is followed by more actuality programmes including a retro-look at 1982, immigrants in France and what it's like to be a journalist.

Programme 8 is radiovision, but with a difference. The filmstrip on Auvergne is the same one used earlier in *Horizons*, now given an entirely new, simplified commentary which takes into consideration comments made by teachers. The term ends with two programmes on transport in France, one through the eyes of drivers and the other of travellers.

Key element

Sahut les Jermes (Wednesdays 10.30 VHF 4) is not a language course, functional or otherwise. It is a modular resource, meant to be tape-recorded and used in a variety of situations, as key element in a multi-media approach or for occasional hours of directed listening. Each programme is divided into two distinct levels, linked by theme. The language of both is carefully controlled, but the second half is consciously more difficult than the first.

Both levels have a sketch introduced by two presenters who put questions on it in listeners. After each question, the word 'répondez' signals the point at which the programme hands over to the classroom teacher, a standard-enough device, but only possible where the programme is designed as a resource. The sketches are built on the present indicative and the perfect tenses with only occasional forays into other tenses and then only for 'amis' or 'vrais'.

Programme one follows an English student looking with some difficulty for his hotel and then meeting some acquaintances introduced by his girlfriend. Subsequent programmes go into the country to sample other city jobs. The dentist and his girlfriend are then followed through a number of situations including scrapes with the police, visits to radio studios, the opening of a *salon de la Clochemerle* and frolics on the *plages*. Notes for this series, containing lots of ideas for exploitation, were written by the author Madeleine Le Cunff, together with producer Tony Staples and BBC education officer Anthony Barley (price £5p).

Although already transmitted en bloc, the series for level IV, *La France Aujourd'hui* is envisaged for use this term. Anybody who missed the broadcasts can obtain them legally from Theatre Projects Ltd, 11-13 Neals Yard, Monmouth Street, London WC2H 9DP.

One of the best programmes in this series is the radiovision portrait of Corsica - the first time the island has featured in educational broadcasts. Programmes 6-9 are also innovative in that they deal with a work situation which could also be of use to teachers of 'Business French'. Topics here include two teenagers trying to get work, a comparison between office and factory jobs in France, the life of a sales rep and a strike! The final programme of the term contains a selection of aural comprehension passages geared to CSE.

From Continuing Education the only new programmes in the next three months are in the *Bronzino* series. During last term it became clear that this is really two series. On radio is the carefully graded step-by-step build up of a language course for beginners who actually want to learn the language (Sundays 17.00, Wednesdays 23.00 VHF 4). On television are attractively filmed programmes which give language practice to intermediate learners and act as a visual taster for anybody wanting to visit some of Italy's attractive towns. (Sundays 10.55, Saturday evening BBC2). The television programmes in themselves are not suitable for absolute beginners in the language, but when used in class, together with the radio, they can help teachers who want linked material at two levels for mixed ability teaching.



'Recipes for being a woman'

Frances Farrer on women's magazines

CONTINUING EDUCATION
Inside Women's Magazines
BBC1. Five programmes. January 3-7 inclusive, 6.30 p.m.

Women's magazines, a fascinating and topical subject, were thought only a few years to be so trivial as not to merit research money. Dr Cynthia White found this when asking for a grant to write a book. But the book was written and now here is the television series, oddly scheduled throughout one week at 6.30 p.m. 'when the little woman can watch', as the producer put it. The first three programmes deal with the history of women's magazines, almost in the style of formal, illustrated lectures. We discover that the women's magazine is around 300 years old and began as a means of conveying intellectual ideas in the areas of maths, science and literature to the upper classes. There was also something called 'right and proper behaviour' and 'promoting public welfare'. There were notes on how to 'hook your fish' - i.e. catch your man.

And there, right from the start, was the paradox. The maths, science and literature, high-minded as they undoubtedly were, were put there solely to provide the intelligent upper class woman with dinner party conversation and/or with the means of teaching her children.

Paper patterns, recipes, fiction, and fashion plates followed soon and women's magazines moved downmarket with a formula that has scarcely changed since. Intrinsic to the information is a set of directives about attitudes and lifestyles.

Typical of the series are good programmes for children and young people, and *Misadventure* is the latest of them. It is introduced by Matthew Kelly (right with some guests) who is a sympathetic interviewer of adults and children, and who joins in sportingly with all kinds of activity from stunt motor cycle riding with a children's team to Aikido and ballroom dancing for the under-tens. Children are shown in almost all the activities and the programmes have pace, energy and a lot of humour. It seems rather a pity to have fallen into the trap of having to have a guest celebrity each week, though some, such as Jon Pertwee, have a serious interest to talk about. Mr Pertwee is a motorcyclist and supports the amazing *Imps* team - a group of children who talk unconcernedly about the number of broken limbs they have sustained falling off motor bikes. But the great pitfall of a series of this kind, that of letting the 'personality' who introduces the shows take over to the exclusion of everyone who appears on them, has been mercifully avoided. *Misadventure* makes interesting viewing for people of many different ages. It goes out on the ITV network at 4.20 pm on Thursday. The first series has 13 programmes.

however. The question begged by *Inside Women's Magazines* is whether these are being described or prescribed.

Another question: why do such publications exist at all? Cookery, knitting and other craft work can be learned from books, just as car maintenance can. The skills that are traditionally ascribed to men are not taught in packages that also contain information on 'appropriate' behaviour.

In programmes four, 300 years on, the launch of the magazine *Opinions* shows the same combination of objectives. Its editor says that the magazine is showing that women don't have to try to be Superwoman - that impossible, unattainable 70's ideal who ran an advertising agency, looked after the emotional welfare of self, husband and three gifted dressed herself in Bond Street, and baked her own bread. The alternative to Superwoman, as seen in *Opinions*? An upmarket housewife concerned with décor, food and fashion - in that order.

That the question is not being tackled seriously by magazine publishers is made clear in the last programme, which contrasts *Woman's Own* with *Spare Rib*. *Woman's Own* pays lip service to advanced ideas, but places itself firmly on the side of white, married women. *Spare Rib* is angry, struggling, committed, has only just kept afloat for 10 years, and is not putting on circulation and does not attract consumer advertising.

The difference is that *Spare Rib* does not offer, as they put it 'recipes for being a woman'.



BRIEFINGS

radio & tv

For schools

See For Yourself (Monday, 10.00 VHF4)

Why do puddles dry up? What makes you eyes mist? This new science series for six to eight-year-olds uses everyday objects to shape the imagination and suggest simple experiments - this week on the idea of sound vibrations.

The English Programme (Monday, 10.04, Wednesday, 10.35 ITV)

A new unit of programmes to interest 13 to 18-year-olds in the diversity of language in Britain today. Functional Reading (Monday, 10.30 VHF4)

A remedial series for school-leavers with poor reading ability. Concentrates on offering practical material introduced through a serial story about a boy of 18 who has reading problems.

British Social History (Monday, 10.38 BBC1)

Five new programmes extend the view of Britain in the 19th century begun in the autumn. 'The Cholera Coming' explains to 14 to 16-year-olds the causes of the disease and its effects on one community.

Words and Pictures (Monday, 10.00, Wednesday, 11.00 BBC1)

'The Three Little Pigs' begins a term of new programmes to help 7 to 10-year-olds read. Documentary Re-run (Tuesday, 10.00 ITV)

Continuing Yorkshire TV's presentation of documentaries shown previously at peak times. The term begins with a three part unit on 'The Bomb'.

Geography Casebook: British (Tuesday, 11.40 BBC1)

An up-to-date look at topics frequently studied by 13 to 16-year-olds. The first two programmes concentrate on Glasgow's inner city. Language In Action (Tuesday, 10.40 BBC1)

Aims to provide CSE pupils with sufficient material to help them communicate in speech and writing. Computers In the Real World (Wednesday, 11.40 VHF4)

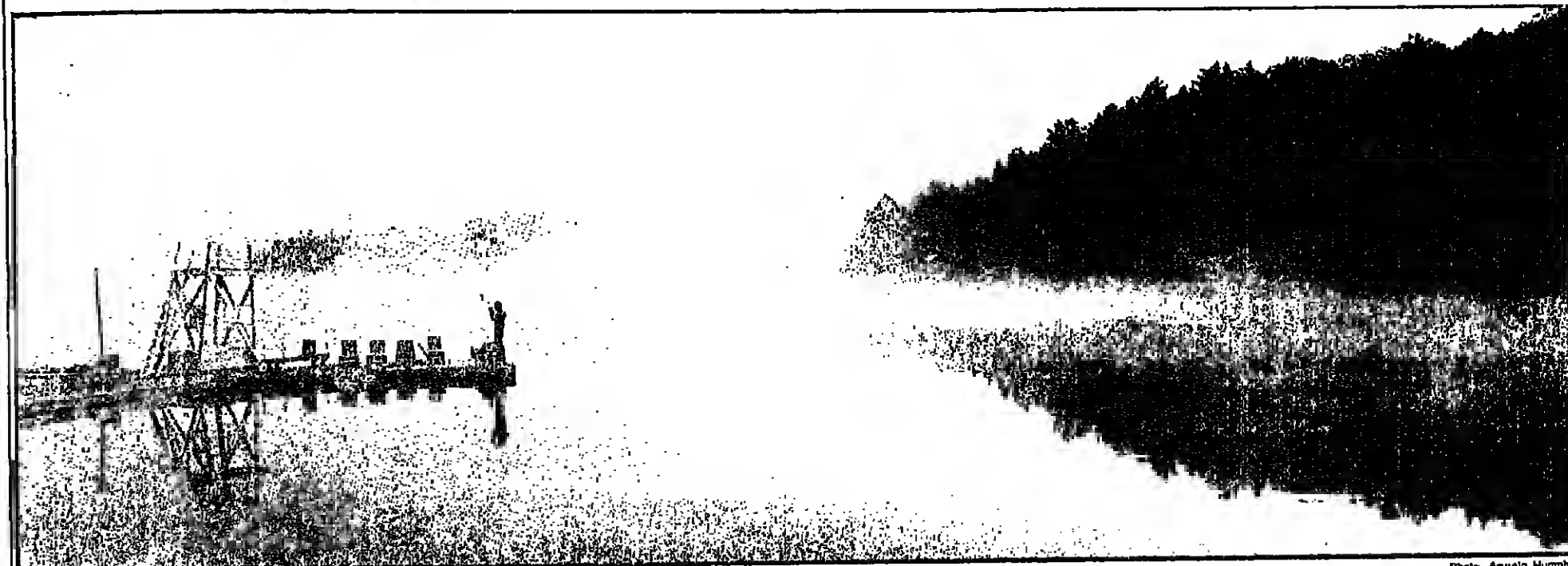
'The human question' is an introductory programme for teachers and takes the form of a debate with industrialists before delegates to the annual meeting of ASE. People and Politics (Friday, 9.30 ITV)

A series for the over-14s examining basic political concepts and skills. Johnny Ball's Maths Games (Friday, 11.30 VHF4)

A new resource for non-specialist teachers of maths. 10 to 12-year-olds will enjoy Johnny Ball's presentation and Brian Scott Hughes' graphics help make maths learning more fun.

EXTRA

TRAVEL-TIME TO PLAN



At Arrowton Pines on Lake Joe in the Algonquin Provincial Park

Falling for the fall

Angela Humphery in Canada

The Provinces of Ontario and Quebec are as different from one another as are cheddar and camembert.

Toronto, capital of Ontario, is big, brash and new and leaves you in no doubt that you are in North America; whereas Quebec City, capital of the Province of Quebec, is small, old and utterly French.

Here they say *bonjour* instead of *hi*; eat *pancakes* instead of *pancakes*; drink *Caribou* (an antelope) instead of *beer* and play *ping-pong* instead of *baseball*.

Quebec City was founded in 1608 by Samuel de Champlain, the great French explorer, and was the first settlement in the land which has become known as 'New France'. Today it is the cradle of French culture in Canada.

We strolled along the giant boardwalk of Dufferin Terrace, looking out across the St Lawrence River to where the trees were turning colour. Behind us was the walled Upper Town, the colourful Vieux Quebec, and only a short walk in America north of Mexico; two hundred feet below us under the bluff lay historic Lower Town, the two being connected by an elevator and a steep flight of steps called 'Breakneck Stairs'.

From Dufferin Terrace we walked to Champlain's Monument where rows of *cafés* stood waiting to be hired, the famous old Chateau Frontenac Hotel only yards away from where a steady supply of tourists came to be transported to a leisurely pace around the city. They climbed around a small square called the Place d'Armes (the parade ground of the old garrison) in the centre of which is a fountain and seats where lovers hold hands. At the lower end is a picturesque alley, called Rue du Trésor, which is an outdoor art gallery where local artists display their paintings.

We took a trip east of the city along the Côte de Beaupré, the northern bank of the St Lawrence, where the bright red roofs of the old

French farmhouses competed with the changing colours of the maple trees. It was late September and the autumn had begun with the leaves turning from a rosy blush to deep cherry red.

In Chateau-Richer, by the side of the road, Marie Mercier was putting tins of dough into an outdoor oven, as three generations of her family before her had done. Indoors, in her café, we had coffee and slices of fresh hot bread spread with butter and *Tartine de Sucre*, a delicious honey-like goo made from maple syrup.

Further east is the shrine of Ste Anne de Beaupré where miracles sometimes happen. Inside the giant *basilique* the lucky ones have hung up their cast off crutches, surgical boots and braces. It reminded me of London Transport's Lost Property Office!

We crossed over on to the Ile d'Orleans for lunch at Les Ancêtres de la Petite Casadienne, a 300-year-old family house, specializing in traditional French-Canadian food, served by ladies in white bonnets and long red checked dresses. We flew down to Montreal, located on an island in the St Lawrence a thousand miles from the Atlantic, it was discovered by the French explorer, Jacques Cartier, in 1535 then an Indian village called Hochelaga. Today it is a sophisticated cosmopolitan metropolis with a full French flavour.

Beneath what you can see above ground is another city, a subterranean one of complexes with wealth, erproul access to offices, theatres, restaurants, shops and hotels, all linked by pedestrian walkways, plus the city's quiet modern Metro system which is an underground art gallery with murals, sculptures, stained glass windows, frescoes and ceramics spread throughout the subway system. Contrasting with this is Old Montreal, the historic waterfront section of the city.

We drove north up into the Laurentians, stopping for supper at Le Petit Poucet in Val David, where the speciality of the house is ham

baked in maple syrup, and stayed at the Far Hills Inn in Val Morin, a four-season resort with sailing, canoeing, tennis, squash, hiking, riding and cross-country skiing.

From Quebec to Ontario. We landed in Toronto, once known as dull old Hogtown. Today it's all systems-go. GO being the logo on the bright green and white double-decker commuter trains, not because they move but because they are the property of the Government of Ontario.

Old buildings stand reflected in the mirrored windows of splendid new black and gold skyscrapers. The Royal Bank Plaza is actually spritzed with gold dust. When the sun catches it, it shines and, lit up at night, it sparkles like a Christmas tree.

The CN Tower at 1,815 feet tall (almost twice the height of the Eiffel Tower) rises like a sentinel and is the tallest free-standing structure in the world. It takes just 58 blood-curdling seconds in the look-out lift to get to the skytop, the doughnut slung over the top of the tower where there is a revolving restaurant (Top of Toronto) and observation decks. On a clear day you can see, maybe not forever, but certainly as

far as Niagara Falls. For down-to-earth dining there's La Bodega, a lovely restaurant in an old house. Spanish by name, it serves French food and is run by an Englishman.

There's fringe-theatre in the Old Firehall where you can eat or just have a drink while watching *Second City*, a slick satirical review. For music, there's the Roy Thomson Hall, an iridescent bubble of slumping glass, which has just replaced the illustrious old Massey Hall as North America's No. 1 concert hall. The Eaton Centre is a shopper's dream with its three-storey glass dome alley of shops, restaurants, trees, a pub, a fountain and a flock of fibre-glass geese flying overhead.

We drove out to Black Creek Pioneer Village to take a look at what life was like in a rural Ontario village: more than a hundred years ago. It's a re-creation with costumed villagers reliving life as it was in the early days in more than 30 restored buildings.

Yonge Street forms the north-south backbone of the city, starting at Lake Ontario and running north in a nearly straight line right up through the top of Toronto where it becomes a major highway into Northern Ontario. It was on High-

way 11 that we headed north for the province's resort and lake-studded playground with its big open spaces, clean air and clear water - there are 400,000 lakes in Ontario's quarter of a million square miles. Our first stop was at The Brims at Jackson's Point on the southern shore of Lake Simcoe where John Sibbald proudly showed us round his century-old family estate now run as a year-round resort with sauna, two heated pools, tennis courts and an 18-hole championship golf-course. In winter there's cross-country skiing, snowmobiling, skating, tobogganing, curling and ice-fishing.

We sampled other resorts in the Muskoka Lakes area from Sherwood Inn on the southern end of Lake Joseph with its wood-panelled and huge log-fire; Muskoka Sands Inn on Lake Muskoka with 6,000 feet of shoreline and a beaver in the boat-house; The Inn & Tennis Club at Manitou, Parry Sound, with four resident tennis coaches and Swiss chef; Grandview Farm at Huntsville where farm holidays are a far cry from the ones I experienced as a child; and Ilumina Resort at Dwight where we had a picnic lunch in the middle of The Lake of Bays - 380 miles around and 400 feet deep.

continued



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Crossing the credibility gap

Robin Mead visits Australia



Sizzling on the coast

If you are looking for the wonders of the world, then a surprising number of them are neatly packaged in one country: a country which we think of as one of the world's newest, but which manages to occupy the world's oldest, and arguably most interesting, continent. Its name: Australia.

Writing about travel makes one wary of using superlatives - for there always seems to be something bigger, better or more beautiful around the next corner. But Australia really does seem to have almost everything: an equitable climate, a timelessness which has enabled nature to evolve some unique biological species, and sparkling modern cities full of people bursting with life and energy.

The only snag - perhaps the only thing which has so far prevented Australia from becoming the holiday destination to end all holiday destinations - is that it is 12,000 miles away from Europe.

Those 12,000 miles from a credibility gap between Australia and its prospective European visitors. But the gap is being bridged - partly by air fares to the Far East and Australia, which continue to edge downwards in real terms, and partly by the glowing reports brought back every year by the tens of thousands of Britons who visit Australia on special "VFR" deals.

VFR stands for Visiting Friends or Relatives. It is estimated - somewhat conservatively, one might have thought - that one Briton in every five has a friend or relative living in Australia: a fact which no doubt accounts for the fact that, in polls to find out which country Britons most want to visit, Australia usually comes a close second to the United States. Airlines and holiday companies are naturally keen to tap this gigantic market, and have special programmes which provide the return flight, allow you to spend some time visiting your long-lost Auntie Agatha, and perhaps include a little sightseeing for when you tire of Auntie Agatha's company, she tires of yours, or both.

And while these packages are tailor-made for the VFR market, Australia is tailor-made for such tours. For this continent-in-a-country has a spectacular surprise hidden around every corner.

Everyone has pre conceived ideas about Australia. And the only thing that I can say about yours are that they are almost all wrong.

A large, boring, empty country, sparsely populated with loud-mouthed layabouts interested only in beer and beaches? Be honest, that is

many people's idea of Australia. But it is so very wrong.

One gets a first, sneaking suspicion of just how wrong one might be only hours after arriving in Australia: in any one of the clean, safe, modern state capitals which are the "gateways" for visitors arriving by air from Europe. You hardly need those friends or relatives - for new, embarrassingly hospitable friends will be keen to show off the wonders Down Under.

Arrive in Brisbane, the capital of tropical Queensland, for example, and you may quickly find yourself in a launch chugging unhurriedly up river to the famous Lone Pine Koala Sanctuary, where a diffident looking alsatian dog with a sleepy koala on its back will greet you at the jetty.

The sanctuary, and others like it in or near every major Australian city, are little more than tiny zoos. They would go unnoticed in a British holiday resort. But their inhabitants are a dramatic reminder that Australia is something outside one's normal experience: kangaroos and wallabies, loquacious emus, cuddly koalas whose air of sleepy intoxication makes them a photographer's dream. And perhaps, as at Lone Pine, a rare glimpse of that extraordinary freak of nature, the duck-billed platypus - a furry mammal which lives underwater, eats with a beak, and lays eggs.

Brisbane itself is a pleasant city, short on good hotels and restaurants (an exception is Gambero's magnificent seafood restaurant, where you can feast yourself to the point of exhaustion and still get change from

£10), and long on suburbs which stretch tentatively out into the bush or down the coast almost to the brash beach-side playground of Surfers Paradise. But it is temptingly close to the Great Barrier Reef.

If one has described kangaroos, koalas and the duck-billed platypus as being among the zoological wonders of the world, then what does one say about the Great Barrier Reef? It stretches for 1,400 miles off

the Queensland coast: a coral wonderland created by nature over unimaginable aeons of time. It is inhabited, so the guide books say, by 900 species of fish, and it is made up of hundreds of species of coral. It is a real-life aquarium, 20 to 30 miles offshore, where you sit in a glass-bottomed boat, or dive in the lukewarm water, and pinch yourself to see if it is real.

The reef is studded with holiday islands - ranging from sandy cays to the peaks of the Cumberland, or Whitsunday, group - and many of these have now been given over to tourist development. Not all the developments are to be admired: Australians have many qualities, but good taste is not always among them. Other islands, however, verge on the idyllic, and one of these is Hayman Island, graced by the bungalow-style Royal Hayman Hotel. It is comfortable, stylish, and a wonderful base for exploring.

From nature's wonders, on to a combination of the works of God and man. Sydney, situated on one of the world's largest - and surely most beautiful - natural harbours, is a city which has made the most of its surroundings. The Sydney Harbour Bridge, 50 years old now, is still one of the engineering wonders of the world, and the controversial Opera House - which Sir John Betjeman has unkindly likened to a group of nuns in a rubber scrub - must be one of the architectural wonders.

Sydney is a lively city: busy and businesslike, yet surprisingly warm and hospitable. If time is short, take the Sydney Explorer bus (fare approximately £2 a day), which follows a circular route and allows you to get on and off wherever you like. Don't miss the Captain Cook harbour cruise (approximately £4.50), which is as memorable a half-day excursion as you are likely to find

anywhere; and do try to see a performance at the Opera House (advance booking is advisable; dress is very casual indeed).

The city's restaurants and hotels are usually of high standard and always excellent value - a reflection, no doubt, of Sydney's cosmopolitan make-up.

From Sydney, back into the past again: to Ayers Rock, in fact - that extraordinary monolith in central Australia which seems bound to become, if only because of its very inaccessibility, one of those places which everybody wants to see one day.

A day's drive, or an hour's flight, west of forgettable and fly-blown Alice Springs, in central Australia, Ayers Rock is remarkable for its massive bulk, rising abruptly out of the desert, and for its sheer remoteness (Alice Springs excepted). It is 1,000 miles from anywhere. One hundred years ago, no European had ever set eyes on it.

It is also remarkable for its very dramatic sunsets, when the steep slopes of the 1,130 ft. high rock turn from gold to blood red as the sun sinks below the horizon. John Dare, who runs three-day safari coach tours to the rock from Alice Springs, makes these sunsets even more memorable by stopping at a local vantage point and magically producing from a door in the side of his extraordinarily well-equipped vehicle a set of glasses and a cocktail shaker. Civilization has come to Australia's "Red Centre".

Perth provides a sharp contrast to the ethereal quality of central and north-western Australia: it is another bustling, modern city, as far from Sydney as Los Angeles is from New York. Like Sydney, it is spectacularly situated beside sparkling water - in this case the Swan River.

But it feels like what it is: a rather remote city. Britons are more likely to feel at home in south-eastern Australia: in Melbourne, where the plentiful Victoriana and an air of genteel good manners re-

mind one of Bath or Bournemouth; in Adelaide, which has the air of an English market town between the wars; in the new, purpose-built capital of Canberra; or even in Tasmania, where forests and mountains provide a most un-Australian island panorama.

It is in Tasmania that another of nature's wonders of the world may yet be discovered. The island has its own indigenous wildlife, of which the ferocious little Tasmanian devil is the best-known. But rumour has it that the impenetrable bush and forbidding mountain slopes may also hide an animal thought to be extinct for nearly 50 years: the Tasmanian tiger.

It is not a tiger at all, of course, but a thylacine - a striped, dog-like marsupial. In recent years an increasing number of "sightings" have convinced naturalists that the tiger is out there somewhere - and that it is, accordingly, the world's rarest mammal.

Which, I hope, demonstrates that Australia has lots to show the visitor - but you are not going to be handed anything on a plate. If you want to discover Australia's secrets, then you are going to have to go and look for them. At least the looking will be fun.

How to get there: Rankin Kuhn's 24-day "Wildlife Trail" inclusive holiday to Australia is comprehensive, and prices from London this winter start at £1,798 per person. The same firm offers a "flight-only" package, for those visiting friends or relatives, and prices start at £796.

Australian Tourists Commission: Heathcote House, Savile Row, London W1. Qantas: 49 Old Bond Street, London W1. Rankin Kuhn: 13-17 New Burlington Place, London W1 (Tel: 01-734 9915), or any branch of Thomas Cook.

Crossing the credibility gap

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Robin Mead is the author of a new guide book, "Australia", which is to be published by B. T. Batsford in February.

EXTRA

Drive on

By Gillian Thomas

The prospect of a long car journey is sure to produce moans and groans from most children. An alternative is put both car and passengers on a train. It is the fastest and most relaxing way, if not the cheapest, of covering high mileages with your own car.

With three young children and an old Mini, motorail is certainly the most realistic way for us of taking it a long way. Also we have found that the sheer fun of it makes a good start to a holiday on the Continent.

Arriving at the station about an hour before departure, drivers load their own cars onto the ramps of special double-decker open wagons; sturdy chucks secure the wheels in position. They subsequently travel behind the passenger carriages.

All the places are reserved, either first class sleeper compartments with up to three people in each, or the more usual choice for families, six berth unisex couchettes which attendants convert from seats at "bed-time"; and if this happens too early you can fix your own.

If narrow, the bunks are reasonably comfortable and blankets, cotton sleeping bags and pillows (soft and small) are provided.

Thanks to the novelty, our children are usually positively eager to go to bed on a train! However sleeping is another matter. Inevitably it is interrupted by rail noise and movement.

In addition even so-called expresses inevitably seem to stop intermittently throughout the night. Even so, they are certainly much more restful than being on the road.

Since there are usually no restaurant facilities on the motorails which depart in the evening, as most

do, it pays to take good supplies of picnic and drinks.

Sometimes attendants come round with trolleys or at Boulogne station you could buy a Restobox, containing a pre-packed chicken and pork salad, cheese and wine for 34 francs.

Continental breakfast is provided as part of the deal, either on the train, usually pre-packed, or on arrival at the station while the cars are being off-loaded, which happens in France.

Personally, we find fresh croissants and coffee under a deep blue early morning sky an incomparable introduction to the sunshine of the South.

In high season there are motorail services with connecting ferries and inclusive fares from Dover or Folkestone) from Calais to Nice every day. From Boulogne there are ones to Avignon (three times a week), to Narbonne and Milan (twice) and to Biarritz, Brive and St Raphael (once a week).

From Ostend or the Hook of Holland, it is a 110-mile drive to pick up a train in Hertogenbosch to go to Salzburg, Villach and Lubiana (Thursdays) or 210 miles to Cologne (Fridays). There are also Motorails from Cologne to Munich (daily in August), Basel (not Wednesdays) and Linz (Friday and Saturday).

In Britain there are motorails in summer between London and Scotland and the West Country, and also from Newton Abbot to Scotland and Crewe to Inverness, most of them overnight.

Fares are for any length of car (height is restricted to five feet four inches on the Continent and luggage has to be removed from roof racks), returns being slightly less than double the single fare.

All Motorails can be booked at British Rail Travel Centres, the AA or RAC; for the Continent, also through the DER Travel Service, 15 Orchard Street, London W1, telephone 01 486 4593, and, for France, French Railways, 179 Piccadilly, London W1, telephone 01 499 9333.



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Michael Houser at the EPCOT Center

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EXTRA

Cestyll '83

Gillian Thomas introduces Welsh castle year

Throughout this year, Wales is celebrating its many and varied castles with a Festival, Cestyll '83. Over 150 special events - music, drama, exhibitions and pageants - are being staged at 50 of them.

Castles are very much part of the Welsh landscape, dramatic and picturesque reminders of the country's embattled past. Some dominate rugged hillsides, like Caerphilly Castle on a crag overlooking the Black Mountains; others stand guard at sea in river strongholds like the Edwardian fortress at Conwy in North Wales and Chepstow's noble ruins on the rock beside the Wy.

Altogether archaeologists have found evidence of over 200 of them throughout Wales, the largest concentration anywhere in Britain. More than 100 are open to the public.

Some are no more than excavations, like the ruins of the extensive Roman fortress at Caerleon in South Wales, the headquarters in AD 75 of the Second Augustan Legion. In complete contrast is the nearby Castell Coch, a fairytale Gothic extravaganza created from medieval ruins in the 1870s by the Marquess of Bute.

The current celebrations are to mark the 700th anniversary of the end of the Wars of Independence when many of them were built by England's Edward I.

By erecting strong fortifications in strategic places, he hoped to settle the "West problem" after Llywelyn, the last of Wales' native princes, had died in 1282 at the head of an English trooper in a skirmish near Builth Wells.

To pre-empt any more rebellious risings, Edward embarked on a massive castle-building programme, ear-

marking the enormous sum of £80,000 for the purpose. Beaumaris, Conwy, Caernarfon, Harlech, Aberystwyth and Flint all acquired their castles as a result, built by labourers and craftsmen recruited from England. Records show that over 2,500 worked at Beaumaris alone, taking only three years to build the fort there to defend Anglesey's rich corn-lands.

During this festival year, all the main castles are staging special cultural and historical events, particularly drama and music. For instance, "The Mabinogi", a traditional Welsh performance combining stories with music and dance will be staged at Caernarfon in June and at Cardiff in August.

There are to be music competitions and concerts of all kinds - folk music, jazz, brass, community singing and dancing. Harlech Castle is the setting for a month-long music festival in August, while at Cardiff there is to be a Welsh community singing festival and an ethnic minority night with steel bands and reggae music.

Schools throughout Wales have been urged by the Wales Tourist Board to embark on castle projects - exhibitions, archaeological digs, drama, etc. A painting competition for primary schools has been sponsored by Dr Brnardo's, for which the prizes include a week's pony trekking.

As their contribution to the festival, children at Rhosgob Primary School, Painscastle, are acting as guides to visiting school parties. They will show them the town's massive mounds, the only remains of its medieval castle.

The festival is inaugurated on March 1 with a banquet at Coerphilly where lenient lower stands as a reminder of Cromwell's attempts to blow it up during the Civil War. In June it will be the setting for a medieval fair, jousting and schools pageant.

Further information on festival events from the Director, the Wales Tourist Board, Brunel House, 27 Fitzalan Road, Cardiff, 0222 499909 or 24 Maddox Street, London W1, telephone 01-409 0969. In conjunction with the A.A., the board has published *Castles in Wales*, £9.95, a full-colour guide to 82 of them and packed with historical information; a useful paper-back, *Castles and Historic Places in Wales*, £5p, has descriptive lists of 150 of them by region with colour photographs, and maps.

The castles of Legoland

Dudley Wilson in Denmark

Our heritage of castles and stately homes plays a major role in present-day holiday-making. Abroad we head for Loire chateaux, Rhine Schloss or perhaps those elegant plantation homes of the American South. Denmark is more associated in tourists' minds with picturesque, wooden-framed, farmhouses which suit the countryside so perfectly.

Denmark is a small-scale kingdom famed for that marvellous building toy from whose tiny pieces Legolands worldwide have been constructed. Her best known literature, that of Hans Andersen, is a miracle of concise imagination. Yet, even today, a tenth of Denmark is contained in her great estates. The houses, castles and manors which stand in these demesnes with their landscaped terrain, woods, gardens and farms include some of Europe's finest, and possibly least known, architectural treasures.

A Danish touring holiday, especially at this time when this undulating landscape is at its most smiling, is all the richer for some exploration of these aristocratic establishments.

As everywhere, the upkeep of grand houses is costly and British solutions have been applied. Kronborg on Lolland, for example, now has exotic wild animals roaming its once English-style park. Allolm displays over 200 veteran cars in adjoining buildings a la Beaulieu. You can stay in Drogtholm's white elegance for it is now a hotel. Its associations with the infamous Earl of Bothwell may draw you there too for he was imprisoned at Drogtholm in 1570 after fleeing from the murder of Darnley.

The gentle hills and lovely coast in this part of Zealand will certainly entice casual visitors to linger.

Most Danish manor houses cluster on Zealand and on the delectable island of Funen. North of Copenhagen lie impressive royal residences. Kronborg is strategically sited on the narrow 'overlooking Sweden. Here a nation's wealth was formerly collected in shipping dues. Today the Sound is crowded with pleasure craft and car ferries. Indeed the most exciting view of Kronborg is from the water.

Shakespeare's *Hamlet* made Elsinore immortal and despite its somewhat draughty grandeur, it makes a splendid visit. Elsinore town is interesting, too. I especially enjoy strolling into homely courtyards to admire early tiled roofs and colourful washed old buildings. Angular shipyard cranes and Kronborg's green spires loom at the end of narrow streets. Such copper towers with water as a background firmly place you in northern Europe along with blue-grey water and fresh green beaches.

No Danish tour should omit Frederiksborg near Hillerød. It is a

Renaissance palace restored after destruction by fire in 1858 to original splendour. The towers and finery brickwork give it a magical appearance enhanced by its lakeside setting. J.C. Jacobsen was largely responsible for such magnificent restoration. I mention this not out of mere pedantry for he was a brewing baron ("Mr Carlsberg" in fact) and his firm puts its profits at the disposal of the nation's culture.

Inside is a treasure house of fine paintings, furniture and jewelry. Danish history set out in chamber after chamber. If you can, arrange your visit to coincide with a recital on the Compenius organ in the richly ornate chapel, for such an occasion made an overwhelming impression on me. If, like King Christian, you wish to escape such splendour wander over to the Bath House, a domestic gem in the park.

Copenhagen bristles with copper spires. Rosenborg, where the Crown Jewels are displayed epitomizes the Danish dimension to palaces - accessibility and, with those almost frivolous turrets, a lightness and yes, I cannot avoid it, a fairy-tale air. Amalienborg is more solemn, for

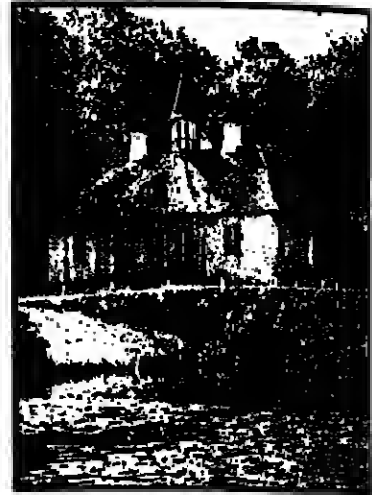


Frederiksborg Castle at Hillerød, Denmark

Identical rococo mansions, one for Queen Margrethe the mother for the Queen Mother, grouped round a cobbled square where all the centre Saly's skill brings all too rare distinction to the official equestrian stage.

Until recently the Norway boats tied up at Amalienborg and it used to be pleasing to disembark at the royal doorstep - that Danish informality again. Our equivalent would be something like sailing up St James's Park on a canal barge.

I strongly recommend an excursion from Copenhagen to Charlottenlund, a leafy, well-heeled suburb along the coast. The white castle here is set in wooded grounds thronged with crocus in spring. In



Lisealund, the smallest castle in Denmark

the park glades is found Denmark's Aquarium, quite the best I knew and a sure-fire hit with families. Across the mud are decent bathing beaches and a camping ground placed in a fortress where there is delicious scrambling on grassy mounds, cannon to pat and views over to Sweden.

Charlottenlund makes a fine day out especially if you take cold table lunch with loger and freezer-chilled aquavit at Skovriderkroen. At nearby Klampenborg is the Hermitage, a royal hunting lodge amidst a gracious deer park fashionable with joggers and golfers.

One of Denmark's most intriguing tourist attractions is Lejre Iron Age Village near Roskilde, a city worth visiting in any case for its cathedral, royal tombs and Viking ships. Lejre is expertly laid out with much activity, forge, pottery, weaving and leather workshops, a fascinating all ages. Nearby and reached along a tree-lined avenue is Ledreborg. Its woods and grounds are kept today only in modest trim for gone is the legion of gardeners. I place Ledreborg at the head of my Danish favourites. It is pink, eighteenth century and wholly delightful with flanking gatehouses and stables round a cobbled courtyard. There are fine interiors too and it tops a hill which slopes down to cruciform ponds where swans glide obligingly.

And so a tour of Denmark continues with discoveries galore - Go no with its collection of portraits, tiny Liselund handy for the spectacular chalk cliffs of Møns Klint. Valdemar's Slot on Thinsøe where Hans Andersen first fell in love, but with a painting of a lady who came across a young couple who have set up their glass-blowing business in an outthouse. In their hand-made flutes I drink regular toasts to my leisurely, richly-rewarding holiday of the beaten track among Denmark's castles and heretage.

I think of Nyso where Andersen and Thorvaldsen worked so blissfully free from care, glimpsed idyllically through a screen of chestnut chandeliers. I recall lovely Esgovskov and not least the simple pleasures of coffee, fresh pastry and cigar, all Danish to perfection, taken in the stable cafe.

The Danish Tourist Board provides an excellent booklet *Danish Castles and Manor Houses*. Queen Elizabeth never, of course, slept in any of them but Hans Andersen conferred similar distinction on many. The kings, Christians and Fredericks, may confuse us but I enjoyed coming to grips with Danish history and those noble names. Reventlow, Moltke, Bernstorff, Rosenkrantz but this last is familiar and certainly not dead. This brings me back to Elsinore where *Hamlet* is sometimes performed. Will Kemp may well have played there. Olivier and Jacob certainly did and it is always a memorable experience of Kronborg.

DFDS Danish Seaways offer holidays ranging from self-catering and camping to centre-based or farm-house arrangements and touring with maximum freedom using the go-as-you-please hotel or inn system well suited to the explorations. I have suggested prices start at £199 for a week's half board at any of 16 inns and North Sea crossings (car and passengers). A week's self-catering costs as little as £61 each when six travel together in low season.

Classified Advertisements

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Classified Advertisement Rates:
Single Column £1.70 per line (min. 3 lines).
Classified Display £9.70 per a.o.c. (min. 5.5 cm x 2 £164.30).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.

Nursery Education

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
SOUTH ORANGE NURSERY SCHOOL, South Ascot, N.Y. 10587. Required 1st April 1983. Applications invited from suitably qualified and experienced teachers for the headship of the above school which has approximately 110 pupils on roll between the ages of 4 and 10 years.

Saxon Nook CP School Group 4
Applications are invited from suitably qualified and experienced teachers for the headship of the above school which has approximately 200 pupils on roll between the ages of 4 and 11 years.

LONDON
CORAM CHILDREN'S CENTRE
DEPUTY HEAD
The Thomas Graham Foundation's Children's Centre, which is currently seeking a Deputy Head, combines the activities of a day nursery, play group and primary school. The Deputy Head will be responsible for the day nursery, play group and primary school. The Deputy Head will be responsible for the day nursery, play group and primary school.

ARDLEIGH GREEN JUNIOR SCHOOL
(Roll 341)
Ardeleigh Green Road, Hornchurch, RM11 2SP.
HEADTEACHER
Required September 1983 for this Group 6 Junior School. Vacancy due to retirement of the present postholder.

TOWERS JUNIOR SCHOOL (Roll 225)
Windsor Road, Hornchurch, RM11 1PD
HEADTEACHER
Required April 1983 for this Group 5 Junior School. There is a scheme for removal expenses - details on request.

For both posts application forms and further details are available (a.s.a. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex (Ref: AJP/MG). Closing date: Friday, 21st January 1983.

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYMENT FOR APRIL 1983. **DEPUTY HEADS OF SCHOOL**. **DOWNHILL INFANTS**. **DOWNHILL JUNIORS**. **DOWNHILL SENIORS**. **DOWNHILL PRIMARY**. **DOWNHILL SECONDARY**. **DOWNHILL TERTIARY**. **DOWNHILL COLLEGE**. **DOWNHILL UNIVERSITY**. **DOWNHILL INSTITUTE**. **DOWNHILL HOSPITAL**. **DOWNHILL CHURCH**. **DOWNHILL TEMPLE**. **DOWNHILL MONASTERY**. **DOWNHILL ABBEY**. **DOWNHILL CONVENT**. **DOWNHILL PRIORY**. **DOWNHILL PARISH**. **DOWNHILL VILLAGE**. **DOWNHILL TOWN**. **DOWNHILL COUNTRY**. **DOWNHILL SEA**. **DOWNHILL MOUNTAINS**. **DOWNHILL HILLS**. **DOWNHILL VALLEYS**. **DOWNHILL RIVERS**. **DOWNHILL LAKES**. **DOWNHILL FORESTS**. **DOWNHILL PARKS**. **DOWNHILL GARDENS**. **DOWNHILL FIELDS**. **DOWNHILL MEADOWS**. **DOWNHILL COMMONS**. **DOWNHILL HEATHS**. **DOWNHILL MOORS**. **DOWNHILL CLIFFS**. **DOWNHILL COASTS**. **DOWNHILL ISLANDS**. **DOWNHILL ISLES**. **DOWNHILL PENINSULAS**. **DOWNHILL HEADLANDS**. **DOWNHILL POINTS**. **DOWNHILL HEADS**. **DOWNHILL 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Bedfordshire Education Service

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships at the following schools:

From April 1983

LINCROFT MIDDLE SCHOOL

Stilton Road, Oakley, Group 8

Estimated number on roll January 1983: 488 pupils aged 9-13 years.

From April or September 1983

ST MARGARET OF SCOTLAND V.A.R.C. INFANT SCHOOL

Rotherham Avenue, Luton, Beds, Group 4

Estimated number on roll April 1983: 99 children aged 5-7 years.

Closing date for proffering Roman Catholics.

Closing date 21 January 1983.

From April 1983

HART HILL INFANT SCHOOL

Brooms Road, Luton, Group 3

Estimated number on roll April 1983: 115 pupils aged 5-7 years.

Application forms and further details for the above posts are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford.

Applications from suitably qualified and/or experienced disabled persons will also be considered.

Bedfordshire

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

HEAD TEACHERS

Required for the Summer Term 1983 at the following schools:

ALUMWELL INFANT SCHOOL

Primley Avenue, Walsall WB2 8UP

199 pupils on roll.

Applications are invited from suitably qualified and experienced teachers for the Headship (Group 4) of this post-16 Infant School of traditional design, serving a mixed residential area with a substantial proportion of pupils from ethnic minorities. There are separate Nursery and Junior Schools on the same site.

CALDWELL J.M.I. SCHOOL

261 pupils on roll (including 33 Nursery pupils)

A Head Teacher (Group 5) is required at the recently established, mainly open-plan school with a 26 place Nursery Unit, serving an inner-urban area with a substantial proportion of pupils from ethnic minorities.

ST. MICHAEL'S C.E. (CONTROLLED) J.M.I. SCHOOL

303 pupils on roll (including 28 Nursery pupils)

We are looking for a suitably qualified and experienced teacher for the Headship (Group 5) of this modern traditionally designed school with a 13 place Nursery Unit, serving a residential area of mainly owner-occupied property.

WHITEHALL INFANT SCHOOL

208 pupils on roll (including 11 Nursery pupils)

This well-established school with a substantial proportion of pupils from ethnic minorities requires a Head Teacher (Group 4).

Application forms for all the above posts are available from the Director of Education, Civic Centre, Darwell Street, Walsall WS1 1DQ on receipt of a stamped addressed envelope.

Closing date for applications: 17th January 1983.

This Authority is an Equal Opportunity Employer

ST PAUL'S AND ALL HALLOWS

C. OF E. INFANTS SCHOOL

Park Lane, N17 0HH

HEAD

TEACHER

Group 4 required as soon as possible.

Applications are invited for the Headship from practising communicant members of the Church. Application forms and further details can be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY, and should be returned to Father A. Hopes, Church of St Paul the Apostle, Park Lane, London N17 by 21st January 1983. Previous applicants will be considered and need not re-apply.

London Allowance (£2834) payable.

Removal expenses - 100% allowed in approved cases.

Haringey

Progress with humanity

PRIMARY HEADSHIPS

continued

BERKSHIRE

ST. ANNE'S R.C. PRIMARY SCHOOL (AIDED)

West Ouse Road, Reading RG4 5AA

Head Teacher required for April 1983. 180 pupils on roll.

Application forms and further details available from the Director of Education, County Hall, Reading RG1 1AA.

Closing date 21 January 1983.

BUCKINGHAMSHIRE

MILTON KEYNES AREA

Head Teacher required for April 1983. 180 pupils on roll.

Application forms and further details available from the Director of Education, County Hall, Milton Keynes MK1 1AA.

Closing date 21 January 1983.

DERBYSHIRE

COUNTY COUNCIL

HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the Headship of this school.

HARWICH JUNIOR SCHOOL FOR BOYS

Group 4 - 2 P.A.

Number on roll: 222

Application forms and further details available from the Director of Education, County Hall, Harwich SS17 1AA.

Closing date 14 January 1983.

DERBYSHIRE

COUNTY COUNCIL

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Group 4 - 2 P.A.

Number on roll: 222

Application forms and further details available from the Director of Education, County Hall, Harwich SS17 1AA.

Closing date 14 January 1983.

DERBYSHIRE

COUNTY COUNCIL

HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the Headship of this school.

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HARWICH JUNIOR SCHOOL FOR BOYS

Group 4 - 2 P.A.

Number on roll: 222

</

PRIMARY EDUCATION

continued

BUCKINGHAMSHIRE
COUNCIL
 Required from Easter, a suitably qualified and experienced teacher to join the Aylesbury Area Education Committee. Salary scale 1, 1983. Applications should be sent to the Education Officer, Aylesbury, Bucks, HP8 4JF, closing date 24th January 1983.

CLWYD
COUNCIL
 The Venerable B. Morgan, R.C. Priest, Clwyd, Ceredigion, 1245 pupils.

Required for Easter 1983 or sooner for positions. Well qualified, experienced teacher for the Junior Department for this school. The ability to take charge of the school is essential. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Clwyd, Ceredigion, 1245 pupils, closing date 24th January 1983.

DERBYSHIRE

EDUCATION COMMITTEE
PORTWAY JUNIOR
 Robinson Road, Portway, Derby, DE5 5JL.
TEACHER - SCALE 5
 Teacher of Music with responsibility for the Music Department in primary education. Further details and application forms available from the Education Officer, Portway, Derby, DE5 5JL, closing date 24th January 1983.

DEVON
 please see displayed advertisement on page 41. (51888) 110522

EAST SUSSEX
SEAFOUR COUNTY
 Church Street, Seaford BN25 3JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Seaford, BN25 3JL, closing date 24th January 1983.

EAST SUSSEX

SEAFOUR COUNTY
 Church Street, Seaford BN25 3JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Seaford, BN25 3JL, closing date 24th January 1983.

ESSEX
TEVERIDGE COUNTY
 Primary School, Teveridge, Essex, SS16 5JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Teveridge, Essex, SS16 5JL, closing date 24th January 1983.

ESSEX
TEVERIDGE COUNTY
 Primary School, Teveridge, Essex, SS16 5JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Teveridge, Essex, SS16 5JL, closing date 24th January 1983.

WALTHAM FOREST

WALTHAM FOREST
 Church Street, Waltham Forest, London E11 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Waltham Forest, London E11 1JL, closing date 24th January 1983.

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ESSEX

ST. THOMAS MORE R.C.
 Church Street, Essex, SS16 5JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, St. Thomas More R.C., Essex, SS16 5JL, closing date 24th January 1983.

ESSEX
 Church Street, Essex, SS16 5JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Essex, SS16 5JL, closing date 24th January 1983.

ESSEX
 Church Street, Essex, SS16 5JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Essex, SS16 5JL, closing date 24th January 1983.

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
 Church Street, Richmond, Surrey TW9 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Richmond, Surrey TW9 1JL, closing date 24th January 1983.

RICHMOND UPON THAMES
 Church Street, Richmond, Surrey TW9 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Richmond, Surrey TW9 1JL, closing date 24th January 1983.

RICHMOND UPON THAMES
 Church Street, Richmond, Surrey TW9 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Richmond, Surrey TW9 1JL, closing date 24th January 1983.

MIDDLE SCHOOL

DONCASTER
WHEATLEY
 Church Street, Doncaster, South Yorkshire DN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Doncaster, South Yorkshire DN1 1JL, closing date 24th January 1983.

DONCASTER
 Church Street, Doncaster, South Yorkshire DN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Doncaster, South Yorkshire DN1 1JL, closing date 24th January 1983.

DONCASTER
 Church Street, Doncaster, South Yorkshire DN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Doncaster, South Yorkshire DN1 1JL, closing date 24th January 1983.

WILTSHIRE

EDUCATION COMMITTEE
 Church Street, Wiltshire, SN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Wiltshire, SN1 1JL, closing date 24th January 1983.

WILTSHIRE
 Church Street, Wiltshire, SN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Wiltshire, SN1 1JL, closing date 24th January 1983.

WILTSHIRE
 Church Street, Wiltshire, SN1 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Wiltshire, SN1 1JL, closing date 24th January 1983.

MODERN LANGUAGES

Scale 1 Posts
MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

PHYSICAL EDUCATION

Scale 1 Posts
MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

MERTON
 Church Street, Merton, London SW18 1JL.
 Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Merton, London SW18 1JL, closing date 24th January 1983.

NORTH YORKSHIRE COUNTY COUNCIL

ST. AIDAN'S CE (AIDED) HIGH SCHOOL, HARROGATE (GROUP 12)
 The Governors invite applications from suitably qualified practising communicant members of the Church of England for appointment as

HEAD
 of this voluntary aided co-educational comprehensive school for pupils aged 11-18. The appointment will take effect from 1 September, 1983.

There are approximately 1,380 pupils on roll, of whom about 235 are sixth formers, the sixth form being organised in association with the St John Fisher RC High School, Harrogate. Further details and application forms available (see page 41) from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE to whom completed applications should be returned by 31 January, 1983.

WILTSHIRE - SECONDARY HEADSHIPS

NEW CHURCHFIELDS SCHOOL, SWINDON GROUP 11
NEW DORCAN SCHOOL, SWINDON GROUP 11
 Required Easter 1983. Secondary education in Swindon and Stratton is being reorganised in September, 1983, on the basis of seven 11-16 schools and a college which will cater mainly for students formerly in Sixth Forms. The Headships of the new Churchfields and Dorcan 11-16 schools are vacant and will be filled from Easter, 1983. Both schools are housed in pleasant modern buildings on spacious sites. Suitably qualified and experienced teachers are sought to lead these new schools in the crucial and exciting period following reorganisation.

For further details and application forms please telephone Education Department, County Hall, Trowbridge, (0224) 3641 Ext. 2455.

The closing date for receipt of applications is 17th January, 1983.

HEADTEACHERS

THE HARWICH SCHOOL (Group 12)
 Hall Lane, Dovercourt, Harwich. Previous applicants will automatically be considered.

KING EDWARD VI (VOLUNTARY CONTROLLED) GRAMMAR SCHOOL (Group 10)
 Broomfield Road, Chelmsford. Required from 1st September, 1983. Housing accommodation is available on the site for the successful applicant.

For both posts removal and disturbance allowance scheme in operation. Closing date: 26th January, 1983. Please send photocopy s.a.s. for application form and further details to County Education Officer, 20 Bury Hill, Thundersfield House, Market Road, Chelmsford, Essex, CM1 1LD.

ESSEX
 County Council

DORSET
KEMP WELCH SECONDARY SCHOOL
 Herbert Avenue, Parkstone, Poole (980 pupils, mixed, aged 12-16). Required September 1983.

HEAD TEACHER (GROUP II)
 Application forms and further details from: The Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, BH2 6ER on receipt of s.a.s. Closing date 26th January, 1983.

HAMPSHIRE
ITC (AIDED) COMPREHENSIVE SCHOOL
 Church Street, ITC, Basingstoke, Hampshire RG24 0JL. Required from April 1983. Applications should be sent to the Education Officer, ITC, Basingstoke, Hampshire RG24 0JL, closing date 24th January 1983.

HAMPSHIRE
 Church Street, ITC, Basingstoke, Hampshire RG24 0JL. Required from April 1983. Applications should be sent to the Education Officer, ITC, Basingstoke, Hampshire RG24 0JL, closing date 24th January 1983.

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SURREY COUNTY COUNCIL
 * FRINGE AREA LONDON ALLOWANCE £231 p.a. THROUGHOUT THE COUNTY.
 * Temporary housing may be available.
 * Generous relocation expenses in approved cases.
 * Complete 'Surrey Teaching Vacancy List' available on request.

HEADSHIPS
COURT LODGE COUNTY FIRST SCHOOL, Horley.
 HEADTEACHER required September 1983 for this Group 4 First School for pupils aged 5-8 years. Estimated number of pupils on roll (January 1983) 141. Salary scale £10,071-£11,226 p.a.

KEWWOOD DISTRICT C/E FIRST SCHOOL, Oakley, Dorking.
 HEADTEACHER required from commencement of Summer Term or as soon as possible thereafter for this Group 1 (Voluntary Controlled) First School for pupils aged 5-8 years. Number of pupils on roll - 21. Salary scale £9,879-£9,857 p.a.

HAMSEY GREEN COUNTY FIRST SCHOOL, Warringtonham.
 HEADTEACHER required from commencement of Autumn Term for this Group 3 First School for pupils aged 5-8 years. Estimated number of pupils on roll (January 1983) 130. Salary scale £9,477-£10,456 p.a.

RAVENSCOTE COUNTY MIDDLE SCHOOL, Frimley.
 HEADTEACHER required from commencement of Summer Term or as soon as possible thereafter for this Group 7 Middle School for pupils aged 8-12 years. Estimated number of pupils on roll (January 1983) 611. Salary scale £12,408-£13,578 p.a.

Application Form and further details for both the above posts available from County Education Officer (TP/PB), County Hall, Kingston-upon-Thames, Surrey, KT1 2DL (s.a.s. please). Application forms to be returned not later than 21 January 1983.

TAMESIDE METROPOLITAN BOROUGH
SCHOOL'S SUPPORT LANGUAGE AND ARTS ASSISTANT TEACHER SCALE 3
 Required from May, a third member for a team with experience in support of the creative work of the staff in the primary school and who has undertaken training in the use of language and art in the classroom.

Application forms and further details available from the Director of Education, Tameside Metropolitan Borough, Town Hall, Ashton-under-Lyne, Greater Manchester, M1 2JL, closing date 24th January 1983.

WALTHAM FOREST
ST. MARY'S R.C. JUNIOR SCHOOL
 Church Street, Waltham Forest, London E11 1JL. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Waltham Forest, London E11 1JL, closing date 24th January 1983.

WALTHAM FOREST
 Church Street, Waltham Forest, London E11 1JL. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Waltham Forest, London E11 1JL, closing date 24th January 1983.

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 Church Street, Waltham Forest, London E11 1JL. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Waltham Forest, London E11 1JL, closing date 24th January 1983.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND SPECIAL UNIT
 Gravesend, Kent. An enthusiastic and experienced teacher for the Special Unit. The successful candidate will be responsible for the day-to-day running of the unit. Applications should be sent to the Education Officer, Gravesend, Kent, closing date 24th January 1983.

KENT
 Church Street, Kent. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Kent, closing date 24th January 1983.

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WALTHAM FOREST
AN EQUAL OPPORTUNITY
TEACHER
 Church Street, Waltham Forest, London E11 1JL. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the school. Applications should be sent to the Education Officer, Waltham Forest, London E11 1JL, closing date 24th January 1983.

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 Church Street, Waltham Forest, London E11 1JL. Required from April, experienced teacher for the Junior Department. The successful candidate will be responsible for the day-to-day running of the

SECONDARY HEADSHIPS

continued

EDUCATION DEPARTMENT

Sevenoaks Division

Appointment of

HEAD TEACHER

Swanley School

Group 12 (roll 1805)

Required for September 1983, due to the retirement of the present postholder, a Headteacher for this mixed 11-18, purpose built comprehensive school.

Application forms and further details available from and returnable to the Divisional Education Officer, 68 London Road, Sevenoaks.

Please enclose a.s.e. Closing date: 28th January, 1983.

SHEPWAY DIVISION

Appointment of

HEAD TEACHER

Wyndgate Secondary School Folkestone

Group 11 (roll 1227)

Applications are invited for the post of Headteacher of this secondary modern school for boys and girls. The successful applicant will be required to take up duty at the beginning of the Autumn Term 1983.

Application forms and further details from the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2BQ.

Closing date: 28th January, 1983.

KENT COUNTY COUNCIL

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

SURREY COUNTY COUNCIL

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

HEADSHIP

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

ROSEBURY SCHOOL, Epsom.

HEADTEACHER required from the commencement of the Autumn Term 1983 or earlier if possible for this Group 12 Secondary (Girls) School for pupils aged 12-18 years.

Estimated number of pupils on roll (January 1983) 844.

Salary scale £16,458-£17,882 p.a.

Application form and further details available from County Education Officer (TP/MVB), County Hall, Kingston-upon-Thames, Surrey KT1 2DQ (a.s.e. please).

Application forms to be returned not later than 21st January, 1983.

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION COMMITTEE

Wolverhampton Girls' High School (NOR 615)

(Readvertisement)

Required for Easter 1983

SECOND MISTRESS/MASTER

(GROUP 10)

Applications are invited from experienced graduate teachers for the post of Second Mistress/Master in the selective girls' school. The successful applicant will have responsibilities for time-tabling, staff and day to day supervision in addition to other duties.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (S.A.E. please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

WARWICKSHIRE

COLESHILL SCHOOL

COLESHILL SCHOOL, COLESHILL, WARWICKSHIRE CV34 5AA

1984 on roll including 86 in sixth form

Salary scale: Group 11

Applications are invited for the post of Head of the Sixth Form, to be held from September 1983. This is an 11-18 comprehensive school with 86 pupils in the Sixth Form. The successful applicant will be responsible for the running of the Sixth Form, and will be expected to have a wide knowledge of the curriculum and to be able to contribute to the development of the curriculum. The successful applicant will be expected to have a wide knowledge of the curriculum and to be able to contribute to the development of the curriculum. The successful applicant will be expected to have a wide knowledge of the curriculum and to be able to contribute to the development of the curriculum.

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WILTSHIRE

NEW COLLEGE

SWINDON

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Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

DEPUTY HEADSHIP

Second Masters/Mistresses

DERBYSHIRE

EDUCATION COMMITTEE

ALVASTON JUNIOR SCHOOL

Alvaston, Derby DE2 3BP

DEPUTY HEADTEACHER

Group 6. Estimated 800

Required from Easter 1983.

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

DEVON

Please see advertisement for the post of Head of the Sixth Form, to be held from September 1983. This is an 11-18 comprehensive school with 86 pupils in the Sixth Form. The successful applicant will be responsible for the running of the Sixth Form, and will be expected to have a wide knowledge of the curriculum and to be able to contribute to the development of the curriculum. The successful applicant will be expected to have a wide knowledge of the curriculum and to be able to contribute to the development of the curriculum.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (S.A.E. please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

DORSET

HIGHWATER SCHOOL

Highwater, Dorset

Age Range 11-18

Required from Easter 1983.

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

EAST SUSSEX

WILLIAM PARKER SCHOOL

Willmington, East Sussex

Age Range 11-18

Required from Easter 1983.

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

ESSEX

THE SANDON SCHOOL

Sandon, Essex

Age Range 11-18

Required from Easter 1983.

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

GLoucestershire

ST. BENEDICT'S R.C. COMPREHENSIVE SCHOOL

St. Benedict's, Gloucestershire

Age Range 11-18

Required from Easter 1983.

Further details and application forms available from the Education Officer, 68 London Road, Sevenoaks, Kent TN20 2BQ.

Closing date: 28th January, 1983.

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St. Benedict's, Gloucestershire

Age Range 11-18

Required from Easter 1983.

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Other Assistants

SURREY
Required immediately
qualified and ex-
perienced teacher for a class
of 15-20 old children. The an-
nual salary will be made with a
promotion to head teacher
retirement, within
a period of year, of the
headmistress.
Applications should be
sent to the headmistress.

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P.E./GEOGRAPHY 1
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Preparatory School

Scholarships

GLOUCESTERSHIRE
WYCLIFFE COLLEGE
JUNIOR SCHOOL
HEAD
I.L.A.T.R. School, 18
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April, 1955.
Applications are invited for this post which vacates in September. The recipient will be considered.
Further particulars in form of application to be obtained from the to the Council of
Wells, Wells, E
Glas. OLIP 2AD, f

Further details
Headmaster O
School, 8024
Yorkshire SO24
07822 3543.
Closing date 1
11/24/88 11/24/88

**Deputy Headsh
Second Msster
Mistresses**

SURREY
ST. HILARY'S SC
Appointing Bureau
(A.P.S.) Day Prep
School for 340 boys
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N. Curran, Dept. of
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ASSISTANT OF PHYS

Apply to the Head Master
Kellat Road, Southampton

sent together with o
nd addresses of two n
January, 1933.

Prison Service Assistant Chief Education Officer Manchester based

...to assist in the provision of education, library, and vocational training facilities to people detained in prisons, remand centres, Borstals and detention centres in the Northern Region of the Prison Service. The work will include frequent visits to local education and public library authorities, and to Prison Service establishments, in order to advise on the facilities they provide; contributing to the design of curricula, syllabuses and teaching and learning procedures; providing staff training and career development; assessing annual expenditure estimates; and liaising generally with institution staff on educational, library and vocational training requirements. Extensive travel involved.

Candidates (normally aged between 30 and 45) must have a degree with 1st or 2nd class honours or an equivalent qualification and be qualified teachers with experience in teaching vocational or non-vocational subjects. They must also have knowledge and experience at a senior level of administration or inspection in a local education authority or at a senior level of administration or teaching in an institution of further education. Possession of a current UK driving licence essential.

SALARY: £11,910 - £13,500. Promotion prospects.

For further details and an application form (to be returned by 27th January, 1983) write to Civil Service Commission, Alconon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 85551 (answering service operates outside office hours).

Please quote ref: G5884.

Home Office

SOCIAL SERVICES DEPARTMENT PROJECT DIRECTOR INTERMEDIATE TREATMENT CENTRE

Salary PO1-5 £9,504-£10,563 pa

The Newcastle upon Tyne Social Services Department is now embarking upon a substantial development of Intermediate Treatment resources in the City. We have been assisted in this thinking by the Centre for Youth, Crime and Community at Lancaster University, and as part of the development, we are now in the process of setting up a specialist Intermediate Treatment Centre. This is being established to provide community based facilities for young offenders as a realistic alternative to residential and custodial care for the management of delinquency in the area.

A building for conversion into an I.T. Centre has been provisionally identified, and we are now seeking to appoint a Project Director who will initially assist in the planning and development of the Centre - including recruitment of staff. Once the Centre is open, the Project Director will assume responsibility for its day to day operation.

Applicants should be appropriately qualified (eg holders of the QCSW or a Youth and Community or Teaching qualification). They must have some experience and knowledge of Intermediate Treatment, and be committed to working with young offenders on a highly intensive basis.

Informal enquiries to Bob Lake, Principal Assistant (Fieldwork) at the Civic Centre - telephone (0632) 326520 ext 6310. Resettlement and removal expenses available in approved circumstances.

Application forms from, and returnable to, Director of Social Services (Personnel Department), Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 6PA, tel: 326520 ext 6376.

Closing date 24th January 1983.

**City of
Newcastle upon Tyne**

National Association of Young People's Counselling and
Advisory Services
Youth Counselling Development Unit (Leicester)

SENIOR DEVELOPMENT OFFICER - HEAD OF UNIT

A senior Development Officer is needed to continue the co-ordination of this Unit which relates to the rapidly growing field of counselling and advisory work with young people.

The officer will work closely with the NAYPCAS executive in promoting awareness, gathering resources and disseminating information - and also acting as a consultant to local agencies and regional groups.

A knowledge of counselling work, and an ability to work as an advocate of the counselling approach with young people and to liaise with government and other national youth work bodies is essential.

The NAYPCAS Unit is based within the National Youth Bureau in Leicester. NAYPCAS works in partnership with the Bureau which acts as the legal employer of unit staff.

Salary F21 Points 1-5 £10,904-£13,661
Copies of the job description and application forms are available from: Michael Taylor, Chairperson, NAYPCAS, Overseas House, Victoria Avenue, Cambridge. Telephone 35997.

Adult Education

BEDFORDSHIRE

EDUCATION SERVICE

ADULT EDUCATION OFFICER

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THE NEW ENGLISH SCHOOL

KUWAIT

Teaching posts in the following subjects or combinations of subjects will become vacant in September, 1983, in this English medium school. Joint applications from married couples without children are particularly welcome.

SECONDARY SCHOOL

(1000 on roll to 'O' and 'A' level)

ENGLISH LANGUAGE AND LITERATURE
MATHEMATICS
CHEMISTRY
PHYSICS
BIOLOGY
COMPUTING STUDIES
HISTORY
GEOGRAPHY
FRENCH
ART
ECONOMICS

PRIMARY SCHOOL

(1000 on roll)

UPPER JUNIOR CLASS TEACHERS

(8½-11½ years)

LOWER JUNIOR CLASS TEACHERS

(7½-9½ years)

INFANT CLASS TEACHERS

(4½-7½ years)

Terms

One year contract renewable beginning September 1st, 1983. Tax free salary in range £8,000 to £10,000 (at current exchange rate) according to qualifications and experience. Terminal gratuity. Rent free furnished accommodation. Economy class return air passages. Interviews in UK March 21st to March 31st.

For further information and application form, apply with brief curriculum to the Director, New English School, P.O. Box 6156, Hawalli, Kuwait, Arabian Gulf, enclosing a self addressed (not stamped) foolscap envelope.

St Leonard's College Buenos Aires, Argentina Head Master

required for English sector of this bi-lingual day school for 320 boys from preparatory to GCE 'O' Level.

Candidates should be Arts-Humanities oriented with a strong interest in sports. Good organisational experience is essential. Age range 30-40.

Contract initially 3 years includes return fares, tax accommodation, generous local salary and tax-free overseas bonus.

The post is tenable from 1st March 1983, although the School may wait until Easter for the right candidate.

Interviews in London in late January.

Please telephone for an application form to: Miss T. Atkins, Gabbitts-Thring Services, 8 & 9 Backville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0181. Answerfax: 01-437 1764 (24 hours).

Gabbitts-Thring

AMERICAN INTERNATIONAL SCHOOL IN ISRAEL

Located 5 miles north of Tel Aviv. American curriculum N-12 program with highly individualized instruction and all facilities. Salaries follow Israeli teaching scale plus 30%. Current average in US dollars: \$8,500-14,000 plus housing allowance and transportation. Seeking elementary teachers all levels; high school: chemistry/physics and science chairman; history and English teachers for academic program.

One year opportunity for Elementary Principal

Only qualified applicants with minimum 2 years' successful teaching experience. Send resumes immediately (including telephone number) together with evaluations and recommendations to:

F.A. Broman
American International School in Israel
POB 827
Kfar Shmaryahu, Israel.
Interviews February, London.

OVERSEAS

continued

FRANCE
PRIVATE SCHOOL OF ENGLISH FOR ADULTS
In France requires immediately. An experienced teacher to become responsible in due course for the school. The school is in a beautiful area with a large garden. Applicants should have a degree in English and a teaching qualification. Apply to: The Manager, 25 Rue Lavoisier, 92085 Nanterre, France. Tel: 01 335 460066 (16715).

GERMANY
We are seeking two applicants for a one-year exchange to teach English in Hamburg. Accommodation available. Salaries: Hamburg, Germany. Arrangements will be made through the Central Bureau for Educational Visits and Exchanges. (19111) 460066

TOKYO
Wanted: B.A. degree teachers with two years' teaching experience for O.L. and International Studies. Salary: 250,000 Yen. Apply to: The Manager, 25 Rue Lavoisier, 92085 Nanterre, France. Tel: 01 335 460066 (16715).

Portugal/Turkey urgent EFL vacancies to Albanian, Armenian, Greek, Italian, Spanish, Turkish, etc. Apply to: The Manager, 25 Rue Lavoisier, 92085 Nanterre, France. Tel: 01 335 460066 (16715).

VERY DYNAMIC capital and planning. Tel: 01 335 460066. The post will include continuing in-service training, and National Association of Physical Education. Qualification will be an advantage.

Administration Local Education Authority
The Stour Centre comprises: Main Theatre, Small Theatre, Multi-Purpose Room, Canteen, Gym, Swimming Pool, and Leisure Club. The Centre is a progressive and the postholder will be responsible for the management of the Centre.

BUCKINGHAMSHIRE COUNTY COUNCIL AREA
The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

CALDERDALE METROPOLITAN BOROUGH
The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

CHESTER
The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

KINGSTON UPON THAMES
The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

OVERSEAS DEVELOPMENT
The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

ADMINISTRATIVE ASSISTANT (STAFFING)
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KENT

ASHFORD BOROUGH COUNCIL

RECREATION AND AMENITIES OFFICER

STOUR CENTRE

RECREATION ASSISTANT

Grade APS 356 - £3,841 p.a.

With the restructuring of the Recreation Section of the Stour Centre, applications are invited for the post of Recreation Assistant.

The postholder will be responsible for the management of the Centre. The postholder will be responsible for the management of the Centre.

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DURHAM COUNTY COUNCIL Education Department

SENIOR ORGANISER OF SCHOOL MEALS

Annual Salary £8,858 rising by annual increments to £9,798

The successful applicant will assist the County Catering Adviser to carry out the policy of the Education Committee with regard to catering in educational establishments, be responsible for implementing training schemes throughout the Authority and possess a degree, HND in Catering, HCIMA Final examination, or equivalent qualifications. Experience in school meals is essential. Car allowance payable. A Union Membership Agreement is in operation and applies to this post.

Conditions of appointment and application form returnable by 28th January, 1983, are obtainable from the Director of Education, School Meals Section, PO Box, County Hall, Durham, DH1 5J, on receipt of a stamped, addressed envelope.

WILTSHIRE COUNTY COUNCIL Education Department

ADVISERS FOR COMPUTERS IN EDUCATION

Salary: Southbury (Burnham H.T. Group 8) £13,283-£14,486 per annum.

An Adviser for Computers in Education is required to assist in the development of advisory work in this field across the curriculum, and across the whole age range of pupils. This new post will provide an opportunity to direct new initiatives in this developing area.

Applicants must have had successful and varied teaching experience. Technical knowledge of mini and micro computers would be an advantage, but the educational considerations are most important.

Essential car user allowance payable.

Removal and disturbance allowance payable in approved cases.

Application form and further details from Chief Education Officer, County Hall, Trowbridge, Wiltshire. Tel: Trowbridge (02214) 3441. Ext. 2457, quoting reference E.83.1, returnable by 21st January, 1983.

Secondary Education (2 Posts)

1) BIOLOGY

2) AGRICULTURAL SCIENCE

VANUATU (formerly New Hebrides)

1. BIOLOGY:

To teach Biology up to GCE 'O' & 'A' Level and possibly also some Junior Science; to undertake boarding duties and other duties as indicated by the Principal, including curriculum development and extra-curricular activity. Applicants aged 25-55 years, although older candidates may be considered, should have a Science Degree with a specialisation in Biology, a Teaching Certificate and preferably a further qualification or evidence of further study. All applicants should have at least 3 years experience of teaching Biology to GCE 'O' level or above. Knowledge of written and spoken French would be an advantage.

BOTH POSTS:
Appointment 22 months. Salary in range £8,589 - £12,186 per annum, which includes an allowance, normally tax-free, in range £5,180 - £7,508. Terminal gratuity 25% basic salary. Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom and Colonies.

For full details and application form please apply, clearly indicating post applied for, quoting ref 372KE giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH361,
Abercrombie House,
Essex Road,
East Kilbride,
Glasgow G75 8EA.

Application forms and details from County Education Officer (P), P.O. Box 47, Chelmsford, CM1 1LD. Telephone 0284 67222 Ext. 2525.

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ADMINISTRATIVE ASSISTANT (STAFFING)

£9,405 to £9,978 p.a. Inc.

required in the Staff Section of the Education Department, Chesterfield House, Park Lane, Wembley. The post provides an opportunity to gain good all round experience in Education Staffing and an insight into other functions of an Education Department, but the central responsibility is the recruitment and deployment of supply teachers.

It is suitable for a qualified teacher with a good honours degree and five years teaching experience wishing to enter administration. The post is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origin, age, marital status, sex, sexual orientation and from registered handicapped persons.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex. Returnable by 27th January, 1983. Tel: 01-403 0371 (24 hours Answerphone service). Reference number E438 must be quoted.

London Borough of BRENT

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

APPOINTMENT OF GENERAL INSPECTOR WITH SPECIFIC RESPONSIBILITY FOR CRAFT DESIGN AND TECHNOLOGY

Applications are invited for the post of General Inspector with Specific Responsibility for Craft Design and Technology.

Applicants should have a good Honours Degree and have held a senior post(s) in Further Education and/or Schools or have worked in the Advisory Service.

Salary: Southbury Range - Head Teacher Group 10 - £15,249 - £16,443 London Allowance of £549. A car allowance is payable.

Particulars and application forms to be returned by Friday 28th January, 1983, may be obtained from the Director of Education (TAS), Tebemer House, Park Lane, Croydon CR9 1TP.

Leicestershire PROFESSIONAL ASSISTANT

(SCHOOLS) - P01(8) £9,804 - £10,583

Applications (April 1983 appointment) invited preferably from graduates with good teaching experience in schools. This post (vacant on promotion) offers excellent opportunities for an energetic young man or woman to gain experience of education administration in a large authority.

Tel. Leas 871313 ext. 7177 for further particulars.

Casual user car allowance. Assistance with removal expenses in approved cases.

Apply (no forms) with names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 9RF by January 21st 1983.

WALSALL METROPOLITAN BOROUGH

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Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of **MODERATOR FOR SENIOR (AND INTERMEDIATE) ADVANCED LEVEL**, for the 1983 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' relevant teaching experience, and a minimum of four years' experience of examining at Advanced Level.

Further information and an application form may be obtained from The Secretary General (AG), The Associated Examiners Board, Wellington House, 180, Tottenham Court Road, London W1P 0LP. Tel: 01-477 5555. Closing date: 28th January, 1983. 500000

Strathclyde

EDUCATION DEPARTMENT

INSTRUCTOR/ESS

Feasibly Outdoor Centre, Pithochy
Salary Scale: APL-III - £2,242-£2,701

Feasibly is a well equipped Outdoor and Field Study Centre accommodating 50 students. The successful applicant will instruct secondary school groups on basic outdoor experience courses and occasionally individual adult courses. Activities offered include canoeing, climbing, orienteering, expedition and field work with aid in winter. Supervision of female camps may be required. Qualifications in the activities offered at the Centre are desirable, teaching experience advantageous. Accommodation available for single persons.

Application forms may be obtained from the Assistant Director of Manpower Services, Glasgow City Region, Strathclyde House (3), India Street, Glasgow G2 4PF, to whom completed forms, quoting Ref. G4032, should be returned by 24th January, 1983.

DARMOUTH HOUSE CENTRE
London SE10

for teenage single Mothers and their children

The Centre will open in February and will provide a unique approach to the care and training of disadvantaged young mothers who lack parental support. In collaboration with the HSC Special Programme Division and the Inner London Education Authority, the mothers will receive vocational preparation and training in life and social skills to prepare them for independent living in the community. Twenty-four of the forty places will be residential. Day Care will be provided for up to 45 children (Under Fives) of the Mothers attending the Centre.

CO-ORDINATOR (non-residential) required to start work March/April; a qualified Social Worker preferably with work experience in therapeutic communities and skills in staff management in Residential and Day Care. Flexibility and openness to new ideas will be essential in the development of an integrated multi-disciplinary team approach to the objectives of the Centre. Salary: NJO Principal Officer 1 range will apply.

PROJECT CONSULTANT required to advise the Board of Management and encourage the staff in the development of the Centre's experimental approach and to assist in the monitoring and evaluation of methods and results.

We wish to retain as soon as possible a qualified and experienced Consultant on a part-time basis. A distinguished career in either Social Work or Education must be balanced by knowledge of both disciplines and familiarity with vocational preparation of disadvantaged 16-18 year olds. Consultancy fee to be negotiated.

Further details from Director, WEL-CARE, 46 Union Street, London SE1 1TD. (Tel: 01-487 7788).

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

Appointment of Examiners

Applications are invited from practising teachers, in Schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments.

GENERAL CERTIFICATE OF EDUCATION

Advanced Level
1983 Assistant Examiners in History and Geography
1984 Chief Examiner in Home Economics - A Home & Community Studies.

AO Level

1983 Assistant Examiners in Additional Mathematics
Ordinary Level
1983 Assistant Examiners in English Language and English Literature.

1985 Chief Examiner in Design, Craft & Technology.

Applications are also invited in all subjects at General Certificate Advanced and Ordinary Levels, and these will be placed in a bank and considered as vacancies occur. It is the practice of the Joint Committee to appoint, as examiners for GCE Advanced and Ordinary Level examinations teachers who are preparing candidates for WJEC examinations.

Further particulars and application forms to be returned by 28 January 1983 may be obtained from J. L. Bruce, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF2 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations.

Miscellaneous

DORSET

INSTRUMENTAL MUSIC SERVICE

The Board invites applications for the post of **CHIEF INSTRUMENTAL MUSIC SERVICE**, for the 1983 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' relevant teaching experience, and a minimum of four years' experience of examining at Advanced Level.

Further information and an application form may be obtained from The Secretary General (AG), The Associated Examiners Board, Wellington House, 180, Tottenham Court Road, London W1P 0LP. Tel: 01-477 5555. Closing date: 28th January, 1983. 500000

Other responsibilities include organising rehearsals for schools, encouraging growth of area ensembles, and involvement with local youth orchestras.

3 Salary: Burnham Scale 3. A car is essential.

Application forms (returnable by 31st January) may be obtained from the County Education Officer (Instrumental Music), Dorset Office, Dorchester, Dorset DT1 1JF. Tel: 01306 5555. Closing date: 28th January, 1983. 500000

HOUNSLOW

GRANDDAD COMMUNITY

High Street, Hounslow, Middlesex TW4 6JF. Tel: 0181 887 8001

TEACHERS OF PIANO (4) and **TEACHERS OF VIOLIN** (4) for the modern languages department to teach mainstream and special groups.

There is a co-educational school with 1000 pupils. The school is a co-educational school with 1000 pupils. The school is a co-educational school with 1000 pupils.

Applications enclosing curriculum vitae, references, and a recent photograph should be sent to the Head, together with a stamped addressed envelope for return. Closing date: 28th January, 1983. 500000

LEICESTERSHIRE
LAY CHAPLAIN AT LEE
Applications are invited for the post of Lay Chaplain at Lee. The post is an integral part of the Lee Community Team, which is an integral part of the Lee Community Team.

For full details and an application form, contact the Director of Manpower Services, Glasgow City Region, Strathclyde House (3), India Street, Glasgow G2 4PF. Tel: 01477 5555. Closing date: 28th January, 1983. 500000

LEICESTERSHIRE
TEACHING LEADER
TEACHING LEADER
TEACHING LEADER

This innovative appointment is part of a major initiative to develop the work of the Services with the potential of the County of Leicestershire. The post is an integral part of the County of Leicestershire.

For full details and an application form, contact the Director of Manpower Services, Glasgow City Region, Strathclyde House (3), India Street, Glasgow G2 4PF. Tel: 01477 5555. Closing date: 28th January, 1983. 500000

PERTSHIRE
PALQUING CENTRE
PALQUING CENTRE
PALQUING CENTRE

We are looking for a permanent instructor. We are looking for a permanent instructor. We are looking for a permanent instructor.

For full details and an application form, contact the Director of Manpower Services, Glasgow City Region, Strathclyde House (3), India Street, Glasgow G2 4PF. Tel: 01477 5555. Closing date: 28th January, 1983. 500000

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Outdoor Education

CUMBRIA

OUTDOOR SOUND

The Board invites applications for the post of **OUTDOOR SOUND**, for the 1983 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' relevant teaching experience, and a minimum of four years' experience of examining at Advanced Level.

Further information and an application form may be obtained from The Secretary General (AG), The Associated Examiners Board, Wellington House, 180, Tottenham Court Road, London W1P 0LP. Tel: 01-477 5555. Closing date: 28th January, 1983. 500000

Other responsibilities include organising rehearsals for schools, encouraging growth of area ensembles, and involvement with local youth orchestras.

3 Salary: Burnham Scale 3. A car is essential.

Application forms (returnable by 31st January) may be obtained from the County Education Officer (Instrumental Music), Dorset Office, Dorchester, Dorset DT1 1JF. Tel: 01306 5555. Closing date: 28th January, 1983. 500000

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For full details and an application form, contact the Director of Manpower Services, Glasgow City Region, Strathclyde House (3), India Street, Glasgow G2 4PF. Tel: 01477 5555. Closing date: 28th January, 1983. 500000

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MINISERV OUTDOOR VEN-

The Board invites applications for the post of **MINISERV OUTDOOR VEN-**, for the 1983 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years' relevant teaching experience, and a minimum of four years' experience of examining at Advanced Level.

Further information and an application form may be obtained from The Secretary General (AG), The Associated Examiners Board, Wellington House, 180, Tottenham Court Road, London W1P 0LP. Tel: 01-477 5555. Closing date: 28th January, 1983. 500000

Other responsibilities include organising rehearsals for schools, encouraging growth of area ensembles, and involvement with local youth orchestras.

3 Salary: Burnham Scale 3. A car is essential.

Application forms (returnable by 31st January) may be obtained from the County Education Officer (Instrumental Music), Dorset Office, Dorchester, Dorset DT1 1JF. Tel: 01306 5555. Closing date: 28th January, 1983. 500000

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DEVON

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